

HIST 101

World History to 1500

Summer 2024

Important Note: This syllabus, along with course assignments and due dates, are subject to change. No changes are anticipated, but if a change occurs I will send out a message in the Announcements. It is the student's responsibility to check their email and the Announcements board of each course daily.

If you have not already done so, please visit the Instructor's Welcome page for additional advice on taking this course.

INSTRUCTOR: Jeff Leigh

VIRTUAL OFFICE HOURS: By Appointment

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COURSE DESCRIPTION:

Major patterns of human society and civilization prior to the modern era, comparing social and political institutions as well as cultural and religious traditions from Africa, Asia, Europe, Mesoamerica, and the Middle East.

CREDITS: 3

PREREQUISITES: None.

OBJECTIVES:

The goal of this course is to familiarize you with some of the major themes of human history to 1500 C.E. The course will take a comparative approach emphasizing the particular dynamics at work within and between cultures around the globe. Among the issues we will discuss are the following:

- The character of hunter/gatherer, agricultural, and nomadic societies,
- The origins, commonalities, and diversity of the world's religions and philosophies,
- The development of political thought and practice,
- Gender relations,
- Environmental degradation, and
- The importance of trade throughout human history.

In addition to achieving the fundamental benefit of an education in history—the perspective that comes from a personal understanding of people in other times and places—this course will focus on the nature of the historian's craft.

EXPECTED INSTRUCTOR RESPONSE TIME:

- I will always answer your emails as soon as possible. If, however, you have not received a reply from me within 24 hours, please resend your email.
- I will make every effort to grade all written work within 24 hours. If something unexpected occurs, it may take a bit longer.

TEXTBOOKS AND OTHER READINGS

Required Text:

- **Traditions and Encounters, 7th Edition, Volume I, Bentley, Ziegler, and Streets-Salter**, McGraw Hill, ISBN: 9781264642717
- There will also be assigned readings in each lesson site.

In addition to achieving the fundamental benefit of an education in history, the perspective that comes from a personal understanding of people in other times and places, this course will focus on the nature of the historian's craft. To this end, we will complete readings from a textbook and documents found within each lesson on the Canvas site. The textbook will provide orientation regarding the course's general themes and chronology. The documents will provide excerpts from important writings, visual images, and latter-day historical works, thereby assisting you to understand the nature of historical sources. Some of these documents will be in a debate-style format, which will provide important commentary on the meaning of history and the continuing relevance of historical debate. It is essential to understand that some historical opinions are simply wrong and thus it is important that you read these documents carefully before assuming their information or perspective to be true.

GENERAL EDUCATION PROGRAM LEARNING OUTCOMES: GA and HP

This course carries the following General Education Course Learning Outcomes: HP (Historical Perspectives) and GA (Global Awareness)

Historical Perspectives:

- Use primary sources such as religious scriptures, laws, letters, and speeches as evidence to answer questions about historical change before 1500 C.E.
- Secondary sources will be used as the basis for discussions on differences among interpretations of the past regarding major developments in world history.
- Analyze institutional and cultural changes in individual states/societies as peoples around the world sought to navigate the changes that occurred in their lives.

Global Awareness:

- Identify the key forces or processes found within one or more cultures that are distinct from those found in predominantly English-speaking cultures. Given that nearly all the cultures that we will be studying in this course are non-English speaking, this will be a foundational aspect of this course.
- Analyze key forces or processes that contribute to global interconnectedness, and their implications. Given the period covered in this course, there is no global interconnectedness, but there are strong regional and hemispheric examples of cultural diffusion, which will be discussed during every week of the course.
- Demonstrate curiosity and empathetic insight about diverse cultural perspectives. Students will be exposed to a variety of perspectives both from the time periods that we study and from later scholars studying these times and places.

ASSESSMENT OF GEP LEARNING OUTCOMES

Historical Perspectives:

1. Use **primary sources** such as religious scriptures, laws, letters, and speeches as evidence to answer questions about historical change before 1500 C.E. HP1 will be assessed in the 5th lesson essay in which students are required to use primary sources to explain ancient South Asian and Greek moral and epistemological propositions.
2. Secondary sources will be used as the basis for discussions on differences among **interpretations** of the past regarding major developments in world history. HP2 will be assessed in the 3rd lesson essay in which students are required to explain competing arguments regarding the origins of Olmec civilization.
3. Analyze **institutional and cultural changes** in individual states/societies as peoples around the world sought to navigate the changes that occurred in their lives. HP3 will be assessed in the 7th lesson essay in which students are required to explain changes in religious practices in the Middle East and South Asia relevant to the rise of Islam and Salvationist Hindu practices.

Global Awareness:

1. Identify the **key forces or processes found within one or more cultures** that are distinct from those found in predominantly English-speaking cultures. Given that nearly all the cultures that we will be studying in this course are non-English speaking, this will be a foundational aspect of this course. GA1 will be assessed in the 4th lesson essay in which students are required to explain the use of Zoroastrianism by the ancient Persian dynasties and Legalism and Confucianism by the Qin and Han Dynasties.
2. Analyze key forces or processes that contribute to global **interconnectedness**, and their implications. Given the period covered in this course, there is no global interconnectedness, but there are strong regional and hemispheric examples of cultural

diffusion, which will be discussed during every week of the course. GA2 will be assessed in the 8th lesson essay in which students are required to discuss cultural diffusion among the Chinese, Japanese, and Mongols during the 6th through 14th centuries.

3. Demonstrate **curiosity and empathetic insight** about diverse cultural perspectives. Students will be exposed to a variety of perspectives both from the time periods that we study and from later scholars studying these times and places. GA3 will be assessed in the 10th lesson essay in which students are required to explain the accomplishments of peoples in Sub-Saharan Africa, the Western Hemisphere, and Oceania before the impact of European maritime expansion.

TOPIC OUTLINE AND SCHEDULE

Important Note: Refer to the Canvas course home page for pertinent information. Activity and assignment details will be explained in detail within each week's corresponding Module. As tasks come due, they will appear in your "to do" list. If you have any questions, please contact your instructor.

Lesson 1: Early Agricultural Societies in Southwest Asia and Africa

Readings: T&E Chapters 1-3 and Readings Posted in the Lesson

Lesson Essay Due July 24, 11:59 pm

Lesson 2: Early Agricultural Societies in South and East Asia

Readings: T&E Chapters 4 and 5 and Readings Posted in the Lesson

Lesson Essay Due July 26, 11:59 pm

Lesson 3: Early Societies in the Western Hemisphere and Oceania

Readings: T&E Chapter 6 and Readings Posted in the Lesson

Lesson Essay Due July 28, 11:59 pm

Lesson 4: The Building of Empires in Persia and East Asia

Readings: T&E Chapters 7 and 8 and Readings Posted in the Lesson

Lesson Essay Due July 30, 11:59 pm

Lesson 5: State, Society, and the Quest for Salvation in South Asia and the Greek Mediterranean

Readings: T&E Chapters 9 and 10 and Readings Posted in the Lesson

Lesson Essay Due Aug 1, 11:59 pm

Lesson 6: Mediterranean Society: The Roman Phase and Cross-Cultural Exchanges on the Silk Roads

Readings: T&E Chapters 11 and 12 and Readings Posted in the Lesson

Lesson Essay Due Aug 3, 11:59 pm

Lesson 7: The Expansive Realm of Islam and the Indian Ocean Basin

Readings: T&E Chapters 14 and 15 and Readings Posted in the Lesson

Lesson Essay Due Aug 5, 11:59 pm

Lesson 8: The Resurgence of Empire in East Asia and Nomadic Empires and Eurasian Integration

Readings: T&E Chapters 13 and 17 and Readings Posted in the Lesson

Lesson Essay Due Aug 7, 11:59 pm

Lesson 9: Europe during the Early and High Middle Ages

Readings: T&E Chapters 16 and 19 and Readings Posted in the Lesson

Lesson Essay Due Aug 9, 11:59 pm

Lesson 10: States and Societies of Sub-Saharan Africa and The Americas, Oceania, and the Expanding Horizons of Cross-Cultural Interaction

Readings: T&E Chapters 18, 20, and 21 and Readings Posted in the Lesson

Lesson Essay Due Aug 11, 11:59 pm

FINAL EXAM Due Aug 15, 11:59 pm (See the Final Exam Module for the essay prompt)

STUDENT EXPECTATIONS

In this course you will be expected to complete the following types of tasks:

- communicate via email with any questions or concerns
- read textbook and read documents online
- upload documents to Canvas to submit assignment

ONLINE EDUCATION

This course will be delivered entirely online through the course management system Canvas. You will use your UWSP account to login to the course from the [Canvas Login PageLinks to an external site.](#) If you have not activated your UWSP account, please visit the [Manage Your AccountLinks to an external site.](#) page to do so.

Technology

Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. <https://www.wisconsin.edu/dle/external-application-integration-requests/Links to an external site.>

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

This course requires posting of work on line that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for on line programs. The instructor of this course will not share your academic records (grades, student IDs). Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. Examples of additional risks include data mining by the company providing the service, selling of your email to third parties, and release of ownership of data shared through

the tool. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you. [UWSP Handbook Chapter 9 Section 5]

COURSE TECHNOLOGY REQUIREMENTS

- View this website to see [minimum recommended computer and internet configurations for CanvasLinks to an external site.](#).
- You will need access to a stable internet connection (don't rely on cellular) to participate in this course.

UWSP TECHNOLOGY SUPPORT:

- Visit with a [Student Technology TutorLinks to an external site.](#)
- Seek assistance from the [IT Service DeskLinks to an external site.](#) (Formerly HELP Desk)
 - IT Service Desk Phone: 715-346-4357 (HELP)
 - IT Service Desk Email: techhelp@uwsp.edu

CANVAS SUPPORT:

Click on the button in the global (left) navigation menu and note the options that appear:

Support Options:

Use **Ask Your Instructor a Question** sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.

Chatting with Canvas Support (Student) will initiate a *text chat* with Canvas support. Response can be qualified with severity level.

Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your particular difficulty.

Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.

Searching the [Canvas guidesLinks to an external site.](#) connects you to documents that are searchable by issue. You may also opt for [Canvas video](#)

[guides](#)[Links to an external site.](#)

If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this **Submit a Feature Idea** avenue.

All options are available 24/7; however, if you opt to email your instructor, s/he may not be available immediately.

Self-train on Canvas through the [Self-enrolling/paced Canvas training course](#)

GRADING POLICIES

Rubric for all writing assignments

Papers that earned an A will have a clear, well-developed thesis statement that will speak directly to the writing prompt. The thesis statement will be supported with abundant information. A papers will make use of the most important information found in your assigned readings that is directly relevant to the prompt. All A papers will analyze and synthesize this information and will not merely repeat it. While minor errors in writing mechanics will not result in a lowering of the grade, the failure to be easily understood will have a negative impact on the ability of your reader/instructor to give you credit for all your hard work. To this end, you should endeavor to make good use of the lessons you have learned in your English courses.

Papers that earn a B will include an attempted thesis statement, which may suffer from a lack of clarity or purpose beyond what should be considered obvious to a college-level audience. A B paper may include an abundance of information but will be mostly descriptive and provide insufficient evidence of analysis or synthesis to support the thesis statement, or may leave out an important aspect of the assignment. B papers are often more summary than analysis and synthesis. Again, careful proof reading for issues of reading mechanics will help assure that the information you present is easily understood.

Papers that earn a C will likely restate the writing prompt but make little effort to express a thesis statement. They will often leave out much of the relevant information found in the assigned readings. C papers as a whole suggest only a minimal attempt to complete the assignment and tend to overemphasize a single aspect of the assignment. C papers generally reflect poor writing mechanics and thus a hurried attempt to complete the assignment.

Papers that earn a D will raise questions of whether the author actually read or understood the assignments. Sometimes they will fixate on only a few of the aspects of the writing prompt and reflect little effort to address it in its entirety. Such papers often contain excessive writing errors.

Papers that earn an F will reflect little effort to engage with the writing prompt and reflect an insufficient familiarization with the reading assignments to be worthy of college credit.

LESSON ESSAYS:

The grading for this course is based on a 10-point scale. Cumulatively, they constitute approximately 77% of your course grade. All essays should reflect knowledge of textbook and documents readings. The essay will be short, approximately 600-800 words, in response to an essay prompt. It should follow a clear format with an introduction ending in a thesis statement, main body paragraphs, each of which will have a clear topic sentence and supporting evidence, and a concluding paragraph, which brings the reader's attention back to the main points of the essay.

Remain aware of the due dates and remember that the first task of each lesson is to read my feedback from the previous lesson. It is then a good idea to read your own essay again and to contact me with any questions you have. Due dates are indicated in the course calendar. Grades and feedback will be provided following the end of the lesson period.

Grade	10-Point Scale
A	9.5
A-	9.1
B+	8.8
B	8.5
B-	8.1
C+	7.8
C	7.5
C-	7.1
D+	6.8
D	6.5
F	5.5

Final Course Grades will be averaged up or down based upon their proximity to the percentages listed above with a bias in favor of the improvement in grades over the semester.

Remember that while you can pass this course with a D, a semester GPA of less than a C will put you on the road to suspension from the university. Always endeavor to complete each assignment with at least a C.

FINAL EXAM GRADING

There will also be a final exam in this course, worth 30 points, or 23% of the course grade. The exam will consist of one essay, approximately 5-7 pages or 1500-2100 words long, based upon the last four lessons of the semester. To see the final exam prompt, click on the Final Exam module. This essay will be graded on the same basis as your lesson essays but will entail higher expectations since you will have had time to reflect upon the feedback provided for each of the lessons. I would recommend that you start taking notes for the final exam essay beginning with Lesson 7 and that you use my lesson feedback to review your readings to improve upon these notes.

All assignments for this course will be submitted electronically through Canvas. Assignments should be submitted by the given deadline. Extensions may be given if something outside of your control, such as internet outage or personal crisis, occurs.

LATE WORK POLICY

Late work may be accepted for full credit on a case-by-case basis with an explanation as to why it was impossible to turn it in on time. Otherwise, all late work will be marked down at a rate of 1/3 letter grade per day. No late work will be accepted after August 16. The final must be turned in on time. There is no extra credit nor alternative assignments.

VIEWING GRADES IN CANVAS

Points you receive for graded activities will be posted to Grades. Click on the Grades link to view your points.

FINAL GRADES

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage	Points
A	93-95%	121-123
A-	90-92%	117-120
B+	87-89%	113-116

B	83-86%	108-112
B-	80-82%	104-107
C+	77-79%	100-103
C	73-76%	95-99
C-	70-72%	91-94
D+	67-69%	87-90
D	60-66%	78-86
F	0-59%	0-77

TIPS FOR WRITING ESSAYS IN HISTORY

Your instructor wishes to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips and explanations will enhance the learning experience for everyone in the course:

- History is a discipline which exists for the purpose of expanding our understanding of the human past. It does not exist to make us feel good or bad, or superior or inferior to others. When we make a historical argument, we are trying to improve our understanding and therefore we ensure that our historical analysis is backed up by factual evidence. Opinions without factual evidence are considered by historians to be speculations at best. Not everything is knowable. Sometimes there is simply not enough information available to make a sound decision, and so we speculate. Speculation, of course, does not carry the same weight as an evidence-based argument. This sometimes leads people to disguise the fact that they are merely speculating. If we want to increase knowledge, however, we need to be honest about our speculations and honest about the limits of human knowledge.
- Be careful in your essays not to rely on phrasings that stand in the way of knowledge. These often involve constructions such as: “It is common knowledge or common sense that...”, “It is always the case that...” “It was never the case that...” In history we need to be clear and honest regarding the limits of our knowledge. Phrases that involve the

words “never” and “always” are attempts to convince the reader that what is true in some cases must be true in all cases. This is unknowable and thus a matter of belief rather than fact. The term “inevitable” introduces similar problems regarding causation. “Common sense” is also a problematic term since it literally means: “the sense of the commons.” Common sense is not what is clearly true, but rather what the average person in a given culture—in the commons—would believe to be true. It is not a reference to the subject being studied but to what a group of people would believe to be true about that subject.

- The primary purpose of your essays is to reflect the learning you have accomplished as a result of your reading assignments. It is always permissible to include information from additional sources, but, first, be careful with your evaluation of these sources (there is much on the internet that is simply not true), and second, be aware that your grades are based upon your understanding of the course assignments. In all of your work, make sure that you have taken account of the evidence provided in your course readings. This is not a research course and so outside reading, while potentially helpful, is not necessary.
- While references to current events may also be helpful in explaining your opinions, this is a history course and so you need to be careful not to let these references overshadow your analysis of course readings. If a good argument can be made regarding the causes behind an event that occurred this year, it is not necessarily the case that the same causes are behind a similar event that occurred in another year. You will need to find evidence for the earlier event during the earlier time period.
- Try not to use the first or second person, “I” or “you,” in an academic essay since this shifts the readers’ focus away from the subject under study and onto the person of the writer. Phrases such as: “I was amazed by...” or “I couldn’t believe...”, or “I believe...” need to be used rarely and carefully in academic essays.
- Be careful not to use offensive language since this also shifts the focus of your writing away from its appropriate subject. The study of history should not be an exercise in personal vindictiveness.
- It is usually also a mistake to use slang, since, by its nature, it is imprecise and therefore not only fails to convey depth of thought but also can easily be misinterpreted.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Do not use your essays as an opportunity to make moral judgments since this again shifts the focus away from our subject of study and again onto ourselves. This would include phrases that praise or denigrate historical actors. While most of us would not wish to praise Adolph Hitler or the institution of slavery, for instance, expressing a personal moral revulsion again shifts the focus away from the subject. To say that an event or development was good or bad often takes the place of an effort to try to understand it.
- Keep an “open mind” and always express your well conceived opinions. Thoughtful disagreement is encouraged, though being disagreeable is not.

- Think and edit before you push the “Send” button.
- Do not hesitate to ask for feedback.

Adapted in places from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm[Links to an external site.](#)
Shea, V. (1994). Netiquette. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>[Links to an external site.](#)

BUILD RAPPORT

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

UNDERSTAND WHEN YOU MAY DROP THIS COURSE

It is the student’s responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#)[Links to an external site.](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student’s family.

INCOMPLETE POLICY

Under emergency/special circumstances, students may petition for an incomplete grade, but this should take place in the case that the student has already completed some 80% of the course work and that something has arisen at the last moment preventing the student from completing the remainder.

INFORM YOUR INSTRUCTOR OF ANY ACCOMODATION NEEDS

If you have a documented disability and verification from the [Disability and Assitive Technology Center](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assitive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edu<mailto:datctr@uwsp.edu>

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 ALB, or (715) 346-3365.

COMMITMENT TO INTEGRITY

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

UWSP Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.

[Text Rental Information for Online Students](#)- online students have access to rental textbooks, view this document for more information.