

History 101: World History to 1500

Fall 2017

Instructor: Taylor M. Easum
Office: CCC 459
Office Hours: 9:15-10:45 MW
(Also by appointment)
Email: taylor.easum@uwsp.edu

Lecture Schedule & Location:
LECT 1: 11:00-11:50 MWF CCC 303
LECT 2: 12:00-12:50 MWF CCC 303

Course Description:

World History is a huge topic. Chronologically, this course covers all of human history from the emergence of modern humans through the end of the 15th 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:

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

Readings:

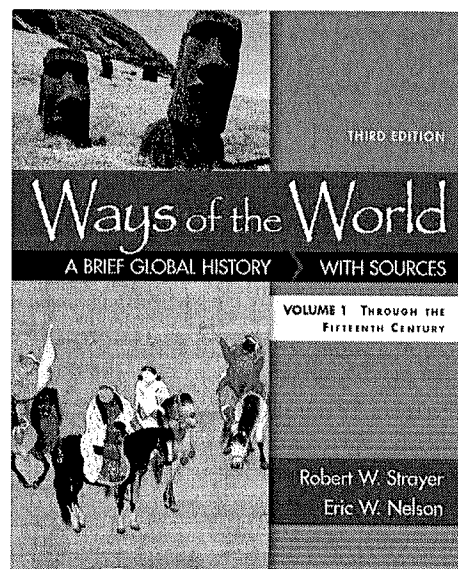
There is one required text for this course, which may be rented from the UWSP Bookstore (pictured at right →):

- Strayer, R. W., and E. W. Nelson, *Ways of the World: A Brief Global History with Sources*, Volume I, 3rd Edition, Macmillan Learning, 2016.

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. ALL READINGS SHOULD BE DONE BY THE BEGINNING OF THAT WEEK.

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. The most important source is the “History of the World in 100 Objects” series (hereafter ‘100 Objects’): Use this link to view the objects: 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/programmes/b00nrtf5>. You will also need to find a few films in the eReserve section of D2L.

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: 5% | 4. Midterm Examinations (2): 30% (15% each) |
| 2. Quizzes (10 out of 12): 30% (3% each) | 5. Final Examination: 20% |
| 3. Primary Source analysis (3): 15% (5% each) | |

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 12 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 all of Friday and Saturday of that week to complete the quiz. Your two lowest scores will be dropped; the remaining ten quizzes will count for 30% of your grade, or 5% each. Since the quizzes are online and your two lowest scores are dropped, there will be no make-up quizzes.
3. *Primary Source Analyses*: During the semester, students will submit three short primary source analysis essays (between 2 and 3 pages in length) on sources drawn our textbook and chosen from the options listed in the syllabus. Please note that there will be multiple options for students to turn in their analysis essay, but you will only need to submit three over the course of the semester.
4. *Midterm Examinations*: In Week 5 and 10 there will be an in-class 50-minute midterm exam with various types of questions, including multiple choice 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.

Official Policies:

Technology

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 phones in their bags or pockets. Laptops and tablets may be used for note-taking and accessing the readings during discussion.

Email

The gold standard for communication in college remains email. You can find me on Facebook, if you want, but you will likely find only posts on Thai politics and which Star Trek captain is best. However, when emailing your professor (or anyone, really, there are some guidelines you should keep in mind. For more information, see the following link: <http://college.usatoday.com/2012/03/15/five-things-to-remember-when-e-mailing-a-professor/>. I will not snapchat you if I decide to cancel class; therefore, make sure you have access to your UWSP email address and that you check it frequently.

Academic Integrity

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.

Disability Accommodations

UWSP is 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 on the 6th floor of Albertson Hall (library) as soon as possible (<http://www.uwsp.edu/disability/Pages/default.aspx>). DATC can be reached at 715-346-3365 or DATC@uwsp.edu.

Emergency Response

In the event of a medical emergency call 9-1-1 or use a Red Emergency Phone, such as the one in front of CCC 307. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure, such as CCC 101. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).

In the event of a fire alarm, evacuate the building in a calm manner. Meet at parking lot E. Notify instructor or emergency command personnel of any missing individuals.

Active Shooter/Code React – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.

See UW-Stevens Point Emergency Procedures (www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency response policies at UWSP.

COURSE OUTLINE

Week 1: Introduction

Ways of the World, First half of Chapter 1 “FIRST PEOPLES; FIRST FARMERS: MOST OF HISTORY IN A SINGLE CHAPTER, TO 4000 B.C.E.”

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

Film: *Dawn of Humanity* (especially 34:18-46:00 and 1:43:35-end)

(available online here: <http://www.pbs.org/video/nova-dawn-humanity/>)

Sep 6 Introduction to the class: Origins, Origin Stories, and (Global) History

Sep 8 Global Migrations

[QUIZ]

Week 2: Most of History in a Single Week

Ways of the World, Second half of Chapter 1 “FIRST PEOPLES; FIRST FARMERS: MOST OF HISTORY IN A SINGLE CHAPTER, TO 4000 B.C.E.”

100 Objects: #6-10 (After the Ice Age: food and sex 9000 - 3500 BC)

Sep 11 Neolithic Revolution

Sep 13 Earliest States and Complex Societies

Sep 15 **NO CLASS – Online Lecture**

[QUIZ]

Week 3: Cities, States, and Unequal Societies

Ways of the World, Chapter 2 “FIRST CIVILIZATIONS; CITIES, STATES, AND UNEQUAL SOCIETIES, 3500 B.C.E.–500 B.C.E.”

100 Objects: #11-15 (The First Cities and States 4000 - 2000 BC)

Sep 18 Civilizations: Monuments, Cities, and Empires

Sep 20 Egypt and Africa

Sep 22 Mesopotamia – Sumer and Babylon

[QUIZ]

Week 4: The Wild and the Urban

Ways of the World, Chapter 2 “FIRST CIVILIZATIONS; CITIES, STATES, AND UNEQUAL SOCIETIES, 3500 B.C.E.–500 B.C.E.”

100 Objects: #16-20 (The Beginning of Science and Literature 1500 - 700 BC)

Epic of Gilgamesh, (pp. 1-100 [Standard Version]; bottom of p. 123-top of p. 125 [tablet from Sippar])

Sep 25 The Wild and the Urban: Gilgamesh and Enkidu

Sep 27 Pre-India India: Harrappa, Aryans and Vedas

Sep 29 Part I Review: before 500 B.C.E.

[QUIZ]

Week 5: State and Empire

Ways of the World, Chapter 3 “STATE AND EMPIRE IN EURASIA / NORTH AFRICA, 500 B.C.E.–500 C.E.”

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

100 Objects: #26-29, 31-35 (Empire Builders)

- Oct 2 Persia and Greece – East and West, or something else?
- Oct 4 Empires across Eurasia: Roman and Han
- ** Oct 6 Midterm One

Week 6: Culture and Religion

Ways of the World, Chapter 4 “CULTURE AND RELIGION IN EURASIA / NORTH AFRICA, 500 B.C.E.–500 C.E.”

100 Objects: #30, 41-44

- Oct 9 China: Three Answers to One Question
- Oct 11 India: Ashoka and Siddhartha
- Oct 13 Early Monotheisms

[QUIZ]

Week 7: Society and Inequality

Ways of the World, Chapter 5, “SOCIETY AND INEQUALITY IN EURASIA / NORTH AFRICA, 500 B.C.E.–500 C.E.”

100 Objects: #36-40 (Ancient Pleasures, Modern Spice AD 1 - 600)

- Oct 16 Class in China
- Oct 18 Caste in India
- Oct 20 Patriarchies in World History

[QUIZ]

Week 8: Worlds Beyond

Ways of the World, Chapter 6, “COMMONALITIES AND VARIATIONS: AFRICA, THE AMERICAS, AND PACIFIC OCEANIA 500 B.C.E.–1200 C.E.”

Film: *Cracking the Maya Code* (available via e-reserve on d21, and here: <https://youtu.be/H5ppfC6y-5s>)

100 Objects: #9, 24, 29, 38, 48, 60, 63, 70

- Oct 23 Olmecs and their Heirs
- Oct 25 African Empires I
- Oct 27 African Empires II

[QUIZ]

Week 9: Commerce and Culture – Part 1

Ways of the World, Chapter 7, “COMMERCE AND CULTURE, 500–1500”
100 Objects: #40, 50 (Silk Roads)

Oct 30	<u>Silk Roads</u>
Nov 1	<u>Sea Roads</u>
Nov 3	<u>Sand Roads</u>

[QUIZ]

Week 10: Commerce and Culture – Part 2

Craig Lockard, “The Kingdoms of the Golden Age, ca. 800-1400,” in *Southeast Asia in World History*, pp. 34-51
100 Objects: #56-60 (Pilgrims, Raiders and Traders AD 900 – 1300)

Nov 6	<u>Buddhism, Trade, and Statecraft in South Asia</u>
Nov 8	<u>Southeast Asian states: Indianized or Localized?</u>
** Nov 10	<u>Midterm Two</u>

Week 11: China beyond China

Ways of the World, Chapter 8, “CHINA AND THE WORLD: EAST ASIAN CONNECTIONS, 500–1300”
100 Objects: #39, 49, 50, 55, 58 (China)

Nov 13	<u>Imperial Recovery under the Sui, Tang, and Song</u>
Nov 15	<u>Belief in East Asia: Neo-Confucianism and Buddhism</u>
Nov 17	<u>Chinese influence in Korea, Japan, and Vietnam</u>

[QUIZ]

Week 12: Global Islam

Ways of the World, Chapter 9, “THE WORLDS OF ISLAM: AFRO-EURASIAN CONNECTIONS, 600–1500”
100 Objects: #45, 52 (Islam)

Nov 20	<u>Islam from Mohammad to Ummayad</u>
Nov 22	<u>The Expansion of Dar al-Islam</u>
Nov 24	<i>Thanksgiving Holiday</i>

Week 13: The World of Christendom

Ways of the World, Chapter 10, “THE WORLDS OF CHRISTENDOM: CONTRACTION, EXPANSION, AND DIVISION, 500–1300”
100 Objects: #53, 56, 61, 62 (Europe), #66, 67 (Byzantium),

Nov 27	<u>From Rome to Byzantium</u>
Nov 29	<u>Medieval Europe: Backwater or the Center of the World?</u>
Dec 1	<u>European Christianity from Crusades to Reconquista, and Beyond</u>

[QUIZ]

Week 14: Mongols and Eurasian Integration

Ways of the World, Chapter 11, "PASTORAL PEOPLES ON THE GLOBAL STAGE: THE MONGOL MOMENT, 1200–1500"

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 (Mongols)

Dec 4	<u>Making a New Empire: From Temujin to Khan</u>
Dec 6	<u>Mongols in World History</u>
Dec 8	<u>Film Discussion: What makes a 'good' historical film?</u>

[\[QUIZ\]](#)

Week 15: Turning Points?

Ways of the World, Chapter 12, "THE WORLDS OF THE FIFTEENTH CENTURY"

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

Dec 11	<u>Isolation and Interaction – the wide view</u>
Dec 13	<u>Why 1500?</u>
Dec 15	<u>Exam Review</u>

[\[QUIZ\]](#)

FINAL EXAM WEEK:

Dec 18 (Mon.)	Section 2 Final Exam (10:15-12:15, CCC 303)
Dec 21 (Thu.)	Section 1 Final Exam (14:45-16:45, CCC 303)

Good Luck!

