

History 101: World History to 1500

Sec. 1
Spring 2018

Instructor: Taylor M. Easum
Office: CCC 459
Office Hours: 9:30-10:45am MW
(Also by appointment)
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Schedule: 11:00-11:50 MWF
Location: CCC 227

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.
- Articulate the basic elements of historical analysis.
- Explain the difference between different types of historical sources, especially primary and secondary sources.

Readings:

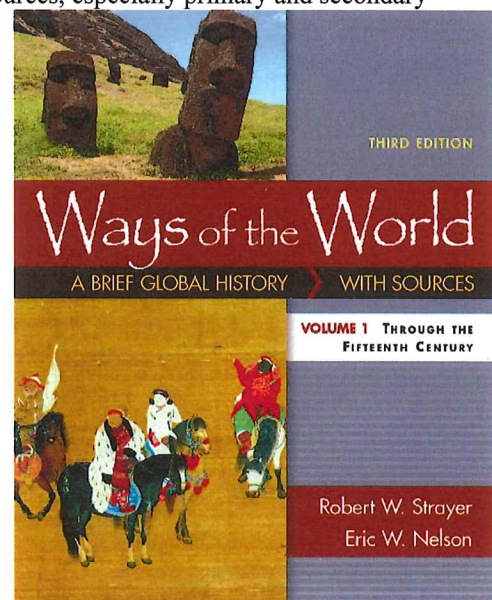
There is one required text for this course, which may be rented from the UWSP Bookstore (pictured at right →):

- 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 external 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 on 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:

- Attendance/Participation:* Your presence in class is mandatory. Otherwise, I will be talking to an empty room, and I'll feel strange.
- 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.
- 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. (See Essay Handout on D2L for more details)
- 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.
- 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. FINAL EXAMS WILL NOT BE RESCHEDULED.

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. No headphones, please.

Children

I welcome all students into my classroom, including parents of small children. If you have a situation where your child needs to come to class with you, just let me know.

Email

Official communication will be conducted through email. 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/>. 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.

Copyright

Posting instructor-created course material onto course-sharing websites directly violates the instructor's copyright on his/her academic materials. These materials are provided for your convenience as an aid to learning. Permission to post instructor-created material on any such site is unequivocally denied.

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. 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: #2-5 (Making us Human)

Website: www.whatishistory.org

Jan 22	<u>Introduction to the class</u>
Jan 24	<u>What is History?</u>
Jan 26	<u>Origins, Origin Stories, and (Global) History</u>

[QUIZ – Introduction to History]

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)

Jan 29	<u>Global Migrations</u>
Jan 30	<u>Neolithic Revolution</u>
Feb 2	<u>Earliest States and Complex Societies</u>

[QUIZ – Chapter 1]

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)

Feb 5 Civilizations: Monuments, Cities, and Empires
 Feb 7 Egypt and Africa
 Feb 9 Mesopotamia – Sumer and Babylon

[QUIZ – Chapter 2]

Week 4: The Wild and the Urban

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

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

Feb 12 The Wild and the Urban: Gilgamesh and Enkidu
 Feb 14 Pre-India India: Harrappa, Aryans and Vedas
 Feb 16 Part I Review: before 500 B.C.E.

[First Primary Source Essay Due]

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.”

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

Feb 19 **Midterm One**
 Feb 21 Persia and Greece – East and West, or something else?
 Feb 23 Empires across Eurasia: Roman and Han

[QUIZ – Chapter 3]

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

Feb 26 China: Three Answers to One Question
 Feb 28 India: Ashoka and Siddhartha
 Mar 1 Early Monotheisms

[QUIZ – Chapter 4]

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)

Mar 5 Class in China
 Mar 7 Caste in India
 Mar 9 Patriarchies in World History

[QUIZ – Chapter 5]

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 d2l, and here: <https://youtu.be/H5ppfC6y-5s>)

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

Mar 12	<u>Olmechs and their Heirs</u>
Mar 14	<u>African Empires I</u>
Mar 16	<u>African Empires II</u>

[QUIZ – Chapter 6]

Week 9: Commerce and Culture – Part 1

Ways of the World, Chapter 7, “COMMERCE AND CULTURE, 500–1500”

100 Objects: #40, 50 (Silk Roads)

Mar 19	<u>Silk Roads</u>
Mar 21	<u>Sea Roads</u>
Mar 23	<u>NO CLASS</u>

[Second Primary Source Essay Due]

SPRING BREAK (Mar 23-Apr 1)

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)

Apr 2	<u>Buddhism, Trade, and Statecraft in South Asia</u>
Apr 4	<u>Southeast Asian states: Indianized or Localized?</u>
Apr 6	<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)

Apr 9	<u>Imperial Recovery under the Sui, Tang, and Song</u>
Apr 11	<u>Belief in East Asia: Neo-Confucianism and Buddhism</u>
Apr 13	<u>Chinese influence in Korea, Japan, and Vietnam</u>

[QUIZ – Chapter 8]

Week 12: Global Islam

Ways of the World, Chapter 9, “THE WORLDS OF ISLAM: AFRO-EURASIAN CONNECTIONS, 600–1500”

100 Objects: #45, 52 (Islam)

Apr 16	<u>The Beginning of Islam</u>
Apr 18	<u>Islam from Mohammad to Ummayyad</u>
Apr 20	<u>The Expansion of Dar al-Islam</u>

[QUIZ – Chapter 9]

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),

Apr 23 From Rome to Byzantium
 Apr 25 Medieval Europe: Backwater or the Center of the World?
 Apr 27 European Christianity from Crusades to Reconquista, and Beyond

[QUIZ – Chapter 10]

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)

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

100 Objects: #64 (Mongols)

Apr 30 Making a New Empire: From Temujin to Khan
 May 2 Mongols in World History
 May 4 Discussion and Debate: What makes a 'good' historical film?

[QUIZ – Chapter 11]

[Second Primary Source Essay Due]

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)

May 7 Isolation and Interaction – the wide view
 May 9 Why 1500?

[QUIZ – Chapter 12]

FINAL EXAM WEEK:

May 14 (Mon.) (8-10am CCC 227)

Good Luck!