

History 101: World History to 1500

Spring 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 229
RID (HIST 198) Sections Schedule & Location:
DISC 1: 6:00pm Tuesday LRC 019A
DISC 2: 2:00pm Thursday LRC 019A

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 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:

- 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 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.

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 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, 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: 5% | 4. Midterm Examination: 20% |
| 2. Quizzes (6): 30% (5% each) | 5. Final Examination: 25% |
| 3. Short Essays: 20% (10% 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 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 8 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 will be graded based on a simple rubric consisting of the following elements:

- a) **Argument and Logic**: Essays that earn an A will have a clear thesis, and supporting arguments that draw on evidence and well-reasoned analysis.
- b) **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.
- c) **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!)
- d) **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.

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>).

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.

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>)

Jan 26	<u>Introduction to the class, or 'What is History, anyway?'</u>
Jan 28	<u>Becoming Human – Origins and Origin Stories</u>

Week 2: Early Societies and States

Traditions & Encounters, Chapter 2

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

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

Feb 2	<u>Egypt and Africa</u>
Feb 4	<u>Mesopotamia – Sumer and Babylon</u>

Week 3: Worlds Apart – Urbanization, Writing, and Agriculture in the Americas

Traditions & Encounters, Chapter 4

100 Objects: #9, 29

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

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

Feb 9	<u>The Wild and the Urban: Gilgamesh and Enkidu</u>
Feb 11	<u>Olmecs 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>

Feb 16 Harappa, Aryans and the Vedas
Feb 18 Empire in India: Ashoka and Siddhartha

[First essay option #1: We have considered the importance of literature and writing in our discussion of the Epic of Gilgamesh, the Mayan writing system, and the Indus River Valley. Using the case of the Maya as your starting point, 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/>

Feb 23 Early societies in East Asia: Xia, Shang and Zhou
Feb 25 Forming the Imperial Mold: Qin and Han Dynasties

[QUIZ]

Week 6: Persians and the Greeks

Traditions & Encounters, Chapter 5, start Chapter 8

Selected excerpts from Herodotus and Sima Qian (available on D2L)

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

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

Mar 1 A Succession of Persian Empires: From Achaemenid to Sasanid
Mar 3 Ancient Greece – City States, ‘democracy’, and the ‘west’

[First essay option #2: Write a short essay explaining why Herodotus and Sima Qian 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

Mar 8 The Archetypical Empire: Rome
Mar 10 The Decline of Empires: Han and Roman

[QUIZ]

Week 8: Latin Christendom in Europe

Traditions & Encounters, Chapter 10

100 Objects: #66, 67

Mar 15 From Rome to Byzantium
Mar 17 MIDTERM EXAM – In Class

→ March 21-25 SPRING BREAK ←

Week 9: Religious Connections

Traditions & Encounters, Chapter 11

100 Objects: #45, 52

Mar 29 Islam from Mohammad to Ummayad
 Mar 31 The Expansion of Dar al-Islam

[QUIZ]

Week 10: China beyond China

Traditions & Encounters, Chapter 12

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

Apr 5 Imperial Recovery under the Sui, Tang, and Song
 Apr 7 Neo-Confucianism and East Asia

[QUIZ]

Week 11: India beyond India

Traditions & Encounters, Chapter 13

A Record of Cambodia, (especially pp 47-84 – available on d2l)

100 Objects: #54, 59, 68

Apr 12 Buddhism, Trade, and Statecraft in South Asia
 Apr 14 Southeast Asian states: Indianized or Localized?

[Second essay option #1: Angkor was a great empire in mainland Southeast Asia that attracted the attention of many traders, missionaries, and diplomats. Using Zhou Daguan's observations, explain the importance of Angkor in the region. 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

Apr 19 Mongol Conquests
 Apr 21 Mongols in World History

[Second essay option #2: The film Mongol portrays the rise of Chinggis Khan from desperation to 'Great Khan'. Write an essay critically examining the film as a way to understand the history of the early Mongol Empire. Use examples from the film and your readings to support your criticism. Due Friday at 5pm.]

Week 13: African Empires and States

Traditions & Encounters, Chapter 15

100 Objects: #60, 63

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

Apr 26 Empires and States in Sub-Saharan Africa
Apr 28 East Africa and the Indian Ocean World

[QUIZ]

Week 14: European Reactions and Interactions

Traditions & Encounters, Chapter 16

100 Objects: #53, 56, 61, 62

May 3 Medieval Europe: Backwater or the Center of the World?
May 5 European Christianity from Crusades to Reconquista

[QUIZ]

Week 15: Turning Points?

Traditions & Encounters, Chapter 18

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

May 10 Isolation and Interaction – the wide view
May 12 Why 1500?

(May 16-20): FINAL EXAM WEEK

May 16 (Mon.) Section 1 Final Exam (Group 3: 12:30-14:30, CCC 227)
May 18 (Wed.) Section 2 Final Exam (Group 10: 10:15-12:15, CPS 229)

Good Luck!