

# History 101: World History to 1500

*Spring 2017 - 8 Week Schedule - 01/23/2017-03/17/2017*

**Instructor:** Taylor M. Easum  
**Office:** CCC 459  
**Office Hours:** 12:00-14:00 W  
(Also by appointment)  
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**Schedule:** 15:35-16:50 MTWR  
**Location:** Collins Classroom Center 321

## 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*

Whether you follow Emerson or Steven Tyler, 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.
- 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*, 3rd edition (McGraw-Hill, 2013)

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. The following resources will be especially important for your essay assignments:

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.aspx](http://www.britishmuseum.org/explore/a_history_of_the_world.aspx), 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 are based on a variety of assignments:

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

For each of these assignments, there are different requirements for the work you will complete. We will discuss all assignments 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 will feel strange.
2. *Quizzes*: Over the course of the semester, students will complete six 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 weekend (from Friday to Sunday) to complete the quiz. Your lowest score will be dropped; the remaining five quizzes will count for 25% 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 Essay*: During the semester, students will submit one short essay (between 4 and 5 pages in length) on a topic chosen from the options listed in the syllabus. The essay can be submitted any time after the midterm, but no later than Week 7.
4. *Midterm Examination*: In Week 4, there will be an in-class 60-minute midterm exam with various types of questions, including short IDs and short answer. The answer to question 3 is 'D'.
5. *Final Examination*: On the final class meeting in Week 8, students will take a final exam consisting of multiple choice, short answer, and identification questions.

## Written Assignments:

**Option 1:** Write an essay explaining how at least three historical objects contribute to our understanding of a historical subject/topic discussed in this course. The topic in question could be a society, an individual, a state or an empire, or perhaps a broader theme (e.g. women in history, urbanization, writing, global trade, etc.). In your essay, clearly define the historical topic you are talking about, the objects you have chosen, and explain how these objects help us to better understand that historical topic.

**Option 2:** Choose three sites/locations from the UNESCO World Heritage List and explain their importance to a historical subject/topic discussed in this course. The historical topic in question could be a society, an individual, a state or an empire, or perhaps a broader theme (e.g. women in history, urbanization, writing, global trade, etc.). In your essay, clearly define the historical topic you are talking about, the three locations/sites you have chosen, and explain how these locations/sites help us to better understand that historical topic.

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 comma splices or sentence fragments. (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.

## 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>).

*Final note: This syllabus is subject to revision, so pay attention!*

# COURSE OUTLINE

## Week 1 (Jan 23-26): Introduction & Early Societies and States

*Traditions & Encounters*, Chapters 1 & 2

100 Objects: #2-5 (Making us Human); 8, 11, 15, 16, & 20

\*\*Film: *Dawn of Humanity*: <http://2520/www.pbs.org/wgbh/nova/evolution/dawn-of-humanity.html> (34:18-46:00 and 1:43:35-end)

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

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

|        |   |
|--------|---|
| Jan 23 | <u>Introduction to the class, or 'What is History, anyway?'</u> |
| Jan 24 | <u>Becoming Human – Origins and Origin Stories</u>              |
| Jan 25 | <u>Egypt and Africa</u>   |
| Jan 26 | <u>Mesopotamia – Sumer and Babylon</u>                          |

[QUIZ]

## Week 2 (Jan 30-Feb 2): Urbanization, Writing, and Agriculture around the World

*Traditions & Encounters*, Chapters 3 & 4

100 Objects: #9, 12, 13, 23, 29

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

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

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

|        |   |
|--------|---|
| Jan 30 | <u>The Wild and the Urban: Gilgamesh and Enkidu</u> |
| Jan 31 | <u>Harappa and Indus Society</u>                    |
| Feb 1  | <u>Xia, Shang, Zhou – Early China</u>               |
| Feb 2  | <u>Olmecs and their Heirs</u>                       |

[QUIZ]

### Week 3 (Feb 6-9): India and China

*Traditions & Encounters*, Chapters 6 & 7, start Chapter 9

100 Objects: #32, 41, 42 (India); 30, 34 (China)

|       |  |
|-------|--|
| Feb 6 | <u>Empire in India</u>                                   |
| Feb 7 | <u>Ashoka and Siddhartha</u>                             |
| Feb 8 | <u>Early societies in East Asia: Xia, Shang and Zhou</u> |
| Feb 9 | <u>Forming the Imperial Mold: Qin and Han Dynasties</u>  |

[QUIZ]

### Week 4 (Feb 13-16): Persians and the Greeks / Silk Roads and Global Connections

*Traditions & Encounters*, Chapters 5, 8, finish Chapter 9

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

100 Objects: #26, 31, 35, 36 (Persia, Greece, and Rome); 40, 50 (Silk Roads)

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

|        |  |
|--------|--|
| Feb 13 | <u>A Light Mist Descending – A Succession of Persian Empires</u> |
| Feb 14 | <u>Ancient Greece – City States, ‘democracy’, and the ‘west’</u> |
| Feb 15 | <u>Rome, China, and Globalization 1.0</u>                        |
| Feb 16 | <b><u>MIDTERM EXAMINATION (in class)</u></b>                     |

### Week 5 (Feb 20-23): Religious Empires – Byzantium and Islam

*Traditions & Encounters*, Chapters 10 & 11

100 Objects: #66, 67 (Byzantium); 45, 52 (Islam)

|        |   |
|--------|---|
| Feb 20 | <u>From Rome to Byzantium</u>                               |
| Feb 21 | <u>Byzantium and Latin Christendom in Europe</u>            |
| Feb 22 | <u>Islam from Mohammad to the Expansion of Dar al-Islam</u> |
| Feb 23 | <u>The Expansion of Dar al-Islam</u>                        |

[QUIZ]

### Week 6 (Feb 27-Mar 2): China Beyond China / India Beyond India

*Traditions & Encounters*, Chapters 12 & 13

100 Objects: #39, 49, 50, 55, 58 (China & E Asia); 54, 59, 68 (India and SE Asia)

|        |  |
|--------|--|
| Feb 27 | <u>China’s Empire Strikes Back – Imperial Recovery under the Sui, Tang, and Song</u> |
| Feb 28 | <u>Neo-Confucianism and East Asia</u>  |
| Mar 1  | <u>Buddhism, Trade, and Statecraft in South Asia</u>                                 |
| Mar 2  | <u>Southeast Asian states: Indianized or Localized?</u>                              |

[QUIZ]

## **Week 7 (Mar 6-9): Mongols and Eurasian Interactions**

*Traditions & Encounters*, Chapters 14 & 16

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)

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

100 Objects: #53, 56, 61, 62, 64

|       |  |
|-------|--|
| Mar 6 | <u>Mongol Conquests</u>  |
| Mar 7 | <u>Mongols in World History</u>                                  |
| Mar 8 | <u>Medieval Europe: Backwater or the Center of the World?</u>    |
| Mar 9 | <u>European Christianity from Crusades to <i>Reconquista</i></u> |

[QUIZ]

## **Week 8 (Mar 13-16): Becoming a World – African Empires, New Worlds, and the Eve of ‘Modernity’**

*Traditions & Encounters*, Chapters 15 & 18

100 Objects: #60, 63 (Africa); 71-75 (The Threshold of the Modern World)

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

|        |   |
|--------|---|
| Mar 13 | <u>Empires and States in Sub-Saharan Africa</u>               |
| Mar 14 | <u>Medieval Europe: Backwater or the Center of the World?</u> |
| Mar 15 | <u>Isolation and Interaction, or ‘Why 1500?’</u>              |
| Mar 16 | <b><u>FINAL EXAMINATION (in class)</u></b>                    |

### ***FINAL EXAM:***

*Mar 16 (Thursday) in class (CCC 321)*

***Good Luck!***