

Dr. Jeffrey T. Leigh, Ph.D.

**HIST101-W01
WORLD HISTORY I
FALL 2021
T, R 11:00-12:15**

Face covering requirement:

Under the [chancellor's order](#), and in an August 9, 2021 email sent by Chancellor Gibson that summarizes the order, “[A]ll students, employees and visitors to any UW-Stevens Point campus or facility will be required to wear face coverings when inside campus buildings and enclosed spaces with others outside of your household (e.g., in a UWSP vehicle). This policy is in effect until further notice.” All students will have to wear a mask covering their mouth and nose in order for us to hold class. Refusal to comply will have to result in the cancelation of class. All exemptions to the policy will be at the discretion of the Disability and Assistive Technology Center (DATC) and no exemptions can be recognized until I have been contacted by DATC with notification of an exemption. I am not allowed to deviate from this policy.

TEXTS:

- **Traditions and Encounters, 7th Edition, Volume I**, McGraw Hill, ISBN: 978-1-264-08809-6
- **Readings posted on Canvas**

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. To this end, we will complete readings from a textbook and documents posted on the Canvas class site. The textbook will provide orientation regarding the course's general themes and chronology. The documents on Canvas will provide excerpts from

important writings, visual images, and latter-day historical works, thereby assisting the student 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.

Because the course will consist of a thorough mixture of lecture and discussion, it is imperative that all readings be completed prior to the beginning of each day's class meeting. **It is an obvious blunder to wait until just before the exams to begin reading the assignments.** This method of study will result neither in superior exam performance nor allow for meaningful participation in the classroom.

COURSE LEARNING OUTCOMES

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

Each of the following outcomes will be evaluated through the writing of essays and during in class participation.

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.
2. Secondary sources will be used as the basis for discussions on differences among interpretations of the past regarding major developments in world history.
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.

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.
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.
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.

EVALUATIONS:

3 Examinations:	20% each Long Essay 2/3 of exam grade Short Essays, 1/3 of exam grade
Participation:	20%
Electronic Preparatory Assignments:	20%

All three **exams** will consist of a long essay, weighted at 67%, and three short identification essays weighted collectively at 33% of the exam grade. The long essay will treat major themes from the preceding third of the semester. Possible prompts can be found in the Getting Started module on the Canvas Home page. Your answers to each of the prompts should reflect a careful study of your readings and class notes and reflect your understanding of the three Global Awareness learning outcomes relevant to that prompt. The short essay section will require single-paragraph answers identifying and giving the significance of three specific topics, one from each of the three Historical Perspectives learning outcomes. These prompts will be listed on the agendas under the heading **Short Essay Topics**, which are posted on the Canvas site in each class day's module. Only items included under this heading will appear on the Short Essay section of the exams. Each exam will only cover materials from the preceding third of the course.

One fifth of students' grades will be based upon performance on **electronic preparatory assignments**. For each class day, questions will appear under the heading "EPA Question" on your agenda. Ten times during the semester, you will write an essay of approximately 400-600 words and send it to me via email at the address listed below by 3:00 of the day preceding that day of class. If you plan to write Monday's EPA, send it to me by 3:00 Sunday afternoon. If you plan to write Wednesday's EPA, send it to me by 3:00 Tuesday afternoon. If this presents a problem, let me know. EPA responses will be graded on a straight letter grade basis, A, B, or C if they are worthy of college credit, with the final grade an average of all weekly grades.

The final fifth of students' grades will be based upon **participation**. The participation grade reflects attendance and performance in the classroom. All students will receive no lower than a C for participation, if they attend all class periods. There are, of course, instances when an absence is unavoidable. In such cases, the instructor must be informed of the nature of the unavoidable absence, preferably in advance. Excused absences will be granted on a case-by-case basis. Participation grades higher than a C will be based upon active involvement in classroom discussions. Active involvement is defined as verbal participation in the classroom. Each class period, individuals who verbally participate will receive either a plus or star based upon the frequency of their verbal participation. Final participation grades will be based upon the sum of these marks. While the quality of participation is noted, student participation is not to be understood as an examination. It is not essential that students have a "polished" statement on the course materials or a "correct" answer to my questions in order to participate. Often students' questions are of equal pedagogical benefit. Active involvement and interaction are the goals of this grading mechanism. The participation grade is designed for the purpose of

recognizing the very important learning that goes on in the classroom, which might not fully appear in a student's written work.

Students are also encouraged to consult with me frequently before or after class or during office hours on their progress.

Letter grades on assignments correspond to the following point scale.

Grade	%
A	93-95
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-64
F	63 and Below

Final course grades will be rounded in accordance with these norms.

HOW TO CONTACT THE PROFESSOR

Office Hours: During the hour after class and by appointment

Phone: 261-6276

E-mail: jleigh@uwsp.edu

STUDENTS WITH DISABILITIES

If you need accommodations because of a disability or if you have emergency medical information that I should be aware of, please contact me at your earliest possible convenience.

ACADEMIC DISHONESTY

All conditions contained in the student handbook related to academic dishonesty will be in effect during the semester. It would behoove you to familiarize yourself with these conditions. Cheating will not be tolerated.

LAST DAY TO DROP THE CLASS

This semester's deadline to drop classes without a 'W' is September 14. Last day to drop with a 'W' is November 5. See your academic advisor for procedures.

CHANGES TO THE SYLLABUS

It is conceivable that necessary alterations to the syllabus will arise during the course of the semester. These will be communicated to the students with as much advance notice as possible.

SEMESTER SCHEDULE

Traditions and Encounters (T&E)

Wk 1

Sept 2: **ORIENTATION**

Wk 2

Sept 7: **PRE-HISTORY**

- T&E Ch 1
- Canvas: Introductory Materials and Braidwood

Sept 9: **MESOPOTAMIA**

- T&E Ch 2
- Canvas: *Gilgamesh*, Hammurabi, McNeill, Muller, and *Was Sumerian Civilization...*

Wk 3

Sept 14: **HEBREWS, PHOENICIANS, AND INDO-EUROPEANS**

- Canvas: *The Old Testament*, *The Anton Hymn and Psalm 104*, *Genesis and Enuma Elish*

Sept 16: **EGYPT AND AFRICA**

- T&E Ch 3
- Canvas: *Hymn to the Pharaoh*, Harkhuf, Lesko, *Egyptian Book of the Dead*, *Was Egyptian Civilization African?*

Wk 4

Sept 21: **EARLY SOCIETIES IN SOUTH ASIA**

- T&E Ch 4
- Canvas: Kenoyer, *Were the Aryans...*

Sept 23: **EARLY SOCIETY IN EAST ASIA**

- T&E Ch 5
- Canvas: Rawski

Wk 5

Sept 28: **EARLY SOCIETIES IN THE AMERICAS AND OCEANIA**

- T&E Ch 6
- Canvas: *Popul Vuh, Was Mesoamerica's Olmec Civilization...*

Sept 30: **EXAM PREP**

Sept 30: **FIRST EXAM DUE by 11:59 pm**

Wk 6

Oct 5: **THE EMPIRES OF PERSIA**

- T&E Ch 7
- Canvas: *Kurash (Cyrus the Great)*

Oct 7: **CHINA: FROM WARRING STATES TO MIGHTY EMPIRE**

- T&E Ch 8
- Canvas: *The Analects, A Confucian Poem, Buddhist Song, Mencius, Han Fei Zi, Daoist Writings, Visual Sources, Smith*

Wk 7

Oct 12: **STATE AND SOCIETY IN CLASSICAL INDIA**

- T&E Ch 9
- Canvas: *The Lawbook of Manu, The Mahabharata, The Lawbook of Manu, The Book of Sermons, The Book of Later Instructions, The Life of Buddha, the Mahayana Tradition, Basham, Brown*

Oct 14: **MEDITERRANEAN SOCIETY: THE GREEK PHASE**

- T&E Ch 10, pages 184-197
- Canvas: Homer, Xenophon, Thucydides, *Visual Sources*, Andrews, Martin

Wk 8

Oct 19: **THE CULTURE OF HELLENIC AND HELLENISTIC GREECE**

- TEXT 10, pages 197-205
- Canvas: Simonides, Sophocles, Plato, Hippocrates, Hooper, Plato, *Does Alexander...*

Oct 21: **MEDITERRANEAN SOCIETY: THE ROMAN PHASE**

- T&E Ch 11, pages 206-216
- Canvas: Polybius, Diodorus, Pliny the Younger, *The Gospel According to Matthew*, St. Jerome, *Visual Sources*, Clark, Roebuck, Jones

Wk 9

Oct 26: **THE CULTURE AND RELIGION OF THE ROMAN MEDITERRANEAN**

- T&E Ch 11, pages 216-226
- Canvas: *Did Christianity...*

Oct 28: **CROSS-CULTURAL EXCHANGES ON THE SILK ROADS AND THE COLLAPSE OF EMPIRES**

- T&E Ch 12

Oct 28: **SECOND EXAM DUE by 11:59 pm**

Wk 10

Nov 2: **BYZANTIUM**

- T&E Ch 16
- Canvas: Ch 10 (The Institutes of Justinian, Robert Browning)
- Canvas: *The Institutes of Justinian*, Robert Browning, *The Nicene Creed*

Nov 4: **WESTERN EUROPEAN IN THE EARLY MIDDLE AGES,**

- Canvas: *Feudal Contracts and Obligations, Maps*, Pirenne, McNamara and Wemple

Wk 11

Nov 9: **THE ADVENT OF ISLAM AND THE ARAB-ISLAMIC EMPIRES**

- T&E Ch 14
- Canvas: *The Quran*, Hasan al-Basri, Avicenna, Usamah Ibn-Munqidh, *Visual Sources*, Lapidus, Watt, Hourani, Brown

Nov 11: **CHINA AND JAPAN**

- T&E Ch 13
- Canvas: Wang Daokun, *The Lady Who Was a Beggar*, *Secret Societies in China*, Kitabatake, *Tales of Uji*, Ban Zhao, *Visual Sources*, Garnet, Ichisada, Mass, Snow

Wk 12

Nov 16: **INDIA AND THE INDIAN OCEAN BASIN**

- T&E Ch 15
- Canvas: Muhammad Mujir Wajib Adib, Muhammad Baquir Khan, Barni, Guru Nanak, Nguyen Khac Vien, Zhou Dagan, *Visual Sources*, Spear, Eaton, Than Tun

Nov 18: **NOMADIC EMPIRES AND EURASIAN INTEGRATION**

- T&E Ch 17
- Canvas: al-Jahiz, Rubruck, Ahmed ibn Arabshah, Kritovoulos, *Visual Sources*, Halperin, Allsen, Rossabi, Hourani, Bosworth, *Was Mongol Leader Genghis Khan...*

Wk 13

Nov 23: **STATES AND SOCIETIES OF SUB-SAHARAN AFRICA**

- T&E Ch 18
- Canvas: Ibn Battuta, *Chronicles of an Ethiopian King*, Joao dos Santos, de Marees, McIntosh, Pikirayi

Nov 25: **THANKSGIVING**

Wk 14

Nov 30: **WEST EUROPEAN TERRITORIAL EXPANSION AND CULTURAL DEVELOPMENT DURING THE HIGH MIDDLE AGES,**

- T&E Ch 19
- Canvas: Pope Gregory, Durham, Gratian, Pope Urban II, St. Francis, *Does the Modern University...*

Dec 2: **WORLDS APART; THE AMERICAS AND OCEANIA**

- T&E Ch 20
- Canvas: de Leon, Human Poma, del Castillo, Wilford, Nash, Ortiz

Wk 15

Dec 7: **PATTERNS AND CONSEQUENCES OF LONG-DISTANCE CONTACTS**

- T&E Ch 21
- Canvas: Boccaccio, The Goodman of Paris, Petrarch, Vergerio, de Pizan, Machiavelli, *Visual Sources*, Langer, Burckhardt, Burke, *Did Women Benefit...*

Dec 9: **FINAL DAY**

- No new readings

FINAL EXAM

Dec 16 (Thursday): Due 12:15 pm

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/>

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

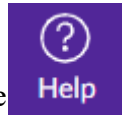
Course Technology Requirements

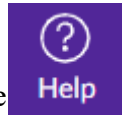
- View this website to see [minimum recommended computer and internet configurations for Canvas](#).
- You will also need access to the following tools to participate in this course.
 - a stable internet connection (don't rely on cellular)

UWSP Technology Support

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#) (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	Explanations
Ask Your Instructor a Question Submit a question to your instructor	Use Ask Your Instructor a Question sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
Chat with Canvas Support (Student) Live Chat with Canvas Support 24x7!	Chatting with Canvas Support (Student) will initiate <i>text chat</i> with Canvas support. Response can be qualified with severity level.
Contact Canvas Support via email Canvas support will email a response	Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
Contact Canvas Support via phone Find the phone number for your institution	Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
Search the Canvas Guides Find answers to common questions	Searching the Canvas guides connects you to documents that are searchable by issue. You may also look for Canvas video guides .

<p>Submit a Feature Idea Have an idea to improve Canvas?</p>	<p>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 event</p>
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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](#)

PLAGIARISM AND CITATIONS

Cheating, Plagiarism, and Academic Misconduct

The University of Wisconsin is recognized around the world as one of the finest public university systems. To ensure that our graduates are capable of operating at the highest levels of business, government, and non-profit institutions, we enforce the highest ethical standards through our Academic Misconduct Policy, which can be found at: <http://folio.legis.state.wi.us>

Please note that all work in this class is to be in your own words. If you quote someone else's work, you are expected to cite the source.

Do not ask for or provide your fellow students assistance with their written work. It is a great idea to study with other students, but when it comes to writing your discussion and exam assignments, do not collaborate. Remember that either receiving or providing unapproved assistance is considered cheating. In the case that two essays are substantially alike, both students will be punished.

Do *not* go to an online encyclopedia or any other website and "cut and paste" your discussion or examination answers (or portions of your answers). This is plagiarism and will be punished on the first occasion.

All acts of cheating will result in a 0 for that assignment. Note that this is far more detrimental to your course grade than would be an F on that assignment (See the grading scales above). Multiple cases of cheating will involve greater penalties up to and including expulsion.

There are two simple rules of thumb for correct paraphrasing. The first is that you need to be careful not to claim someone else's words and ideas as your own. The second, however, is that there is no need to cite information that is widely known and should be considered to be common knowledge. Sometimes, it can be difficult to discern what should and should not be considered common knowledge. In general, a safe rule of thumb is that while general information may be considered common knowledge, judgments about the meaning of that information are the property of the original writer.

STUDENT HANDBOOK TOPICS

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](#) 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. An incomplete will only be assigned if the issue faced by the student fits within the conditions determined by university policy.

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the [Disability and Assistive 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 Assistive 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.

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.

Commit 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.

How to write an essay

The Thesis Statement: The most important part of any essay is the thesis statement. The thesis statement usually consists of a single sentence at the end of the first paragraph. Its objective is to tell the reader the purpose of the essay. In the case of an essay exam, it answers the exam question. When beginning an essay, make certain that you have a simple, clear thesis statement. Not only will this guide the reader through the essay, but it will also help you to organize your writing.

Organization and Clarity: The entire essay must be organized to support the thesis statement. The purpose of the first paragraph, the introduction, is to introduce your reader to the subject. The main body of your essay (often three paragraphs for an exam question) illustrates the thesis statement. In these paragraphs you develop the idea(s) that you introduced in the thesis sentence. Each paragraph must be clearly relevant to the thesis statement. This is most easily accomplished by including a topic sentence in each paragraph. The topic sentence functions in much the same way as the thesis sentence. It defines the paragraph and should make the connection between the paragraph and the thesis statement clear. Do not include material that is irrelevant to the thesis. Such material 'muddies' the paragraph with unnecessary information and takes the readers attention away from your purpose. Concentrate on clarity. Spelling, grammatical and syntactical mistakes also make the essay difficult to comprehend and therefore detract from its quality.

Evidence: Evidence is the information you present to support your thesis. Each paragraph must include sufficient evidence to show that you have a solid understanding of the assigned material and can relate it to the question. Factual mistakes and vague statements detract from an essay, but not nearly so detrimentally as analytical errors. Make certain that the evidence you present supports your thesis. As mentioned above, the inclusion of irrelevant details does not improve the essay.

The grading of all essays will be based on the criteria mentioned above. The essay must have a thesis statement, be logically and clearly organized and include sufficient information to support the thesis. The assignment of a letter grade will be based on how well you have fulfilled these requirements. In answering an essay question, the most important task is to answer the question. Do not make the mistake of 'data dumping,' simply throwing down all the information you know related to the topic. All information must be shown to be relevant. Spend a couple of minutes thinking about the question, write an outline, and then construct your essay with the question in mind. Refer to the question after you have written the essay so that you are certain that you have answered it.