

History 101: World History to 1500

Fall 2018

Instructor: Taylor M. Easum
Office: CCC 459
Office Hours: 1:00-2:00pm MT
(Also by appointment)
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Schedule: Section 1 – 3:00-3:50 MTR
Section 2 – 4:00-4:50 MTR
Section 3 – 5:00-5:50 MTR
Location: Science Center A107
RID Instructor: Corrissa Konkol

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:

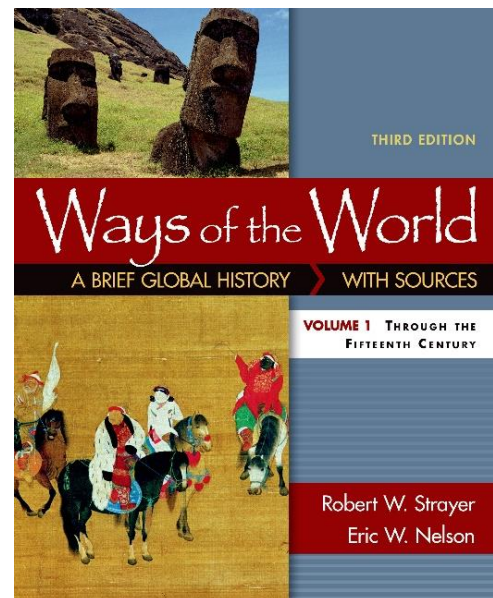
There is one required text for this course, which may be rented from the UWSP Bookstore (pictured at right →):

- 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.



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, Corriisa Konkol, 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>).

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. Finally, for the timeline assignment, we will use either Timeline JS (<https://timeline.knightlab.com/>) or TimeMapper (<http://timemapper.okfnlabs.org/>).

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. Historical Source Analysis: 15% |
| 2. Historical Argument Map: 10% | 5. Quizzes (10 out of 12): 30% (3% each) |
| 3. Historical Timeline: 10% | 6. Examinations (two midterms and one final): 30% (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. Anything over two unexcused absences will result in a deduction of your score.
2. *Historical Argument Map*: Students will read and map out a complex historical argument in Week 4. We will practice this in class, and then students will map out the argument(s) in James Scott’s *Against the Grain*, along with a short explanation and analysis of his historical thinking.
3. *Historical Timeline*: Chronology is an important part of historical thinking. One way to make sense of the past is to arrange things chronologically, and the easiest way to do that is with a timeline. In Week 9, students will complete an interactive timeline assignment and submit it for grading on D2L. We’ll work on the timeline concept throughout the semester, but the final graded version will be on a topic or theme we develop over the course of the semester, and that you will produce using either Timeline JS or TimeMapper.
4. *Historical Source Analysis*: During the semester, students will submit one brief essay (between 3 and 4 pages in length) analyzing historical sources drawn our textbook and chosen from the options listed in the syllabus. There will be multiple topics to choose from, which we’ll discuss in class.
5. *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 40 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 3% each. Since the quizzes are online, you have two full days in which to complete them, and your two lowest scores are dropped, there will be no make-up quizzes.
6. *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. On the scheduled final exam date and time, students will take a final exam consisting of multiple choice, short answer, and identification questions. If you have a conflict with any exam, please see me with written documentation. **FINAL EXAMS WILL NOT BE RESCHEDULED.**

Official Policies:

Attendance

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes. Any exceptions to the attendance policy should be confirmed in writing.

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below. Additionally, below are attendance guidelines as outlined by the UWSP registrar:

- If you decide to drop a class, please do so using AccesSPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.
- During the first eight days of the regular 16-week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.
- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu.
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the Military Call-Up Instructions for Students.

Religious Beliefs Accommodation

It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

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 and guardians of small children. If you have a situation where your child needs to come to class with you (illness, school closure etc.), 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

See UW-Stevens Point Emergency Procedures (www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency response policies at UWSP. Here is official policy on several emergency scenarios:

- 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/Escapes, 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.

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

Sep 4	<u>Introduction to the class: What is History?</u>
Sep 6	<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)

Sep 10	<u>Global Migrations</u>
Sep 11	<u>Neolithic Revolution</u>
Sep 13	<i>No class</i>

[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)

Against the Grain, Introduction

Sep 17	<u>Civilizations: Monuments, Cities, and Empires</u>
Sep 18	<u>Egypt and Africa</u>
Sep 20	<u>Mesopotamia – Sumer and Babylon</u>

[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)

Sep 24	<u>The Wild and the Urban: Gilgamesh and Enkidu</u>
Sep 25	<u>Pre-India India: Harrappa, Aryans and Vedas</u>
Sep 27	<u>Part I Review: before 500 B.C.E.</u>

[Historical Argument Map]

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)

Oct 1	<u>Midterm One</u>
Oct 2	<u>Persia and Greece – East and West, or something else?</u>
Oct 4	<u>Empires across Eurasia: Roman and Han</u>

[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

Oct 8	<u>China: Three Answers to One Question</u>
Oct 9	<u>India: Ashoka and Siddhartha</u>
Oct 11	<u>Early Monotheisms</u>

[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)

Oct 15	<u>Class in China</u>
Oct 16	<u>Caste in India</u>
Oct 18	<u>Patriarchies in World History</u>

[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

Oct 22	<u>Mayan Cities, States, and Sacrifice</u>
Oct 23-25	<u>African Empires</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)

Oct 29-30	<u>Silk Roads</u>
Nov 1	<u>Sea Roads</u>

[Timeline Assignment]

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 5	<u>Buddhism, Trade, and Statecraft in South Asia</u>
Nov 6	<u>Southeast Asian states: Indianized or Localized?</u>
Nov 8	<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 12	<u>Imperial Recovery under the Sui, Tang, and Song</u>
Nov 13	<u>Belief in East Asia: Neo-Confucianism and Buddhism</u>
Nov 15	<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)

Nov 19	<u>Islam from Mohammad to Ummayad</u>
Nov 20	<u>The Expansion of Dar al-Islam</u>
Nov 22	<u>No Class – THANKSGIVING BREAK</u>

[QUIZ – Chapter 9 – available Tuesday to Wednesday]

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

[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)

Dec 3	<u>Making a New Empire: From Temujin to Khan</u>
Dec 4	<u>Mongols in World History</u>
Dec 6	<u>Discussion and Debate: What makes a ‘good’ historical film?</u>

[QUIZ – Chapter 11]

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

[QUIZ – Chapter 12]

FINAL EXAM WEEK:

101-1: Tuesday, Dec 18 from 12:30 to 2:30pm
101-2: Tuesday, Dec 18 from 5:00 to 7:00pm
101-3: Thursday, Dec 20 from 5:00pm to 7:00pm

Good Luck!