

History 101: World History to 1500

Spring 2019 – Honors Section

Instructor: Taylor M. Easum
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Office Hours: 10:00-10:50am MW
(Also by appointment)
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Schedule: 11:00-11:50am MWF
Location: CCC 231

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

Readings:

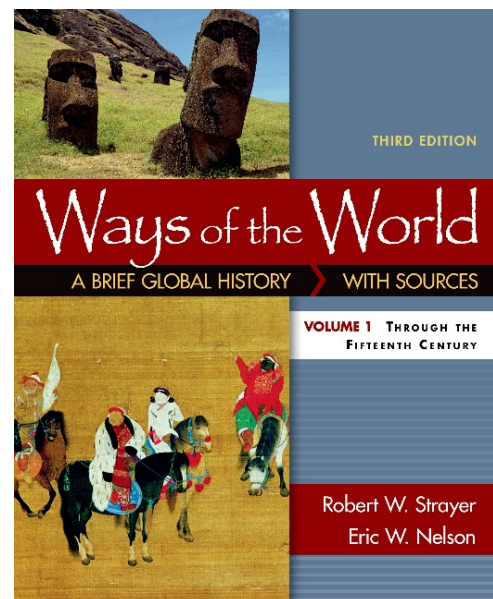
There is one required text for this course, which may be rented from the UWSP Bookstore (pictured at right →):

- 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 CANVAS 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 CANVAS 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 and Tools:

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/b00nrft5>. You will also need to find a few films on Canvas. Finally, for the timeline assignment, you will use Timeline JS: <https://timeline.knightlab.com/>. This tool takes a spreadsheet in Google Docs and turns it into a slick, interactive digital timeline; as such, you will also want to make sure you can log into Google Sheets: <https://www.google.com/sheets/about/>

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. Timeline Project: 15% |
| 2. Quizzes (10 out of 13): 25% (2.5% each) | 5. Midterm Examinations (2): 20% (10% each) |
| 3. Historical Debate Essays (3): 20% (10% each) | 6. Final Examination: 15% |

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. Also, there will be a number of online discussion forums for us to share our thoughts before and after class.
2. *Quizzes*: Over the course of the semester, students will complete 13 quizzes, given online via CANVAS, 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 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.
3. *Historical Debate Essays*: During the semester, students will submit two short essays (between 3 and 4 pages in length) on questions and topics we will discuss and debate in class. Please note that there will be multiple options for students to write about, but you will only need to submit two over the course of the semester.
4. *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. By the end of the term, students will complete an interactive timeline assignment and submit it for grading on Canvas. 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 Timeline JS (see above).
5. *Midterm Examinations*: In Week 5 and 10 there will be an in-class 50-minute midterm exam with various types of questions, including short answer and primary source analysis.
6. *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:

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

(Note: ** indicates supplemental reading posted on CANVAS)

Week 1: Introduction

Ways of the World, 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)

Film: *Dawn of Humanity* (especially 34:18-46:00 and 1:43:35-end)

(available online here: <http://www.pbs.org/video/nova-dawn-humanity/>)

Website: www.whatishistory.org

Jan 23	<u>Introduction: What is History? What is Global?</u>
Jan 25	<u>Global Migrations</u>

[QUIZ – Introduction to History]

Week 2: Most of History in a Single Week

** Scott, *Against the Grain*, Chapter 1 (CANVAS)

100 Objects: #6-10 (After the Ice Age: food and sex 9000 - 3500 BC)

Jan 28	<u>Neolithic Revolution</u>
Jan 30	<u>Earliest States and Complex Societies</u>
Feb 1	<u>Discussion and Debate: Against the Grain</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 4 No class – online module: The Ark before Noah
 Feb 6 Egypt and Africa
 Feb 8 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 11 Discussion and Debate: Gilgamesh
 Feb 13 Harrappa and Mohenjo-Daro; Aryans and Vedas
 Feb 15 Part I Review: before 500 B.C.E.

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.”

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

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

Feb 18 Midterm One
 Feb 20 Persia and Greece – East and West, or something else?
 Feb 22 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

** *Bhagavad Gita* (Excerpts)

Feb 25 China: Three Answers to One Question
 Feb 27 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 4 Class in China
 Mar 6 Caste in India
 Mar 8 Discussion and Debate: 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 on Canvas)

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

Mar 11 [Olmecs and their Heirs](#)

Mar 13-15 [African Empires I](#)

[\[QUIZ – Chapter 6\]](#)

SPRING BREAK (Mar 18-22)

Week 9: Commerce and Culture – Part 1

** Abu-Lughod, *The World System in the Thirteenth Century: Dead-End or Precursor?*

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

100 Objects: #40, 50 (Silk Roads)

Mar 25-27 [Silk Roads and Sea Roads](#)

Mar 29 [Discussion and Debate: One Belt One Road?](#)

[\[QUIZ – Chapter 7\]](#)

Week 10: Commerce and Culture – Part 2

** Lavy, *As in Heaven, So on Earth*, pp. 21-39.

** Lockard, “The Kingdoms of the Golden Age, ca. 800-1400,” pp. 34-51.

100 Objects: #56-60 (Pilgrims, Raiders and Traders AD 900 – 1300)

Apr 1 [Buddhism, Trade, and Statecraft in South Asia](#)

Apr 3 [Discussion and Debate: Southeast Asian states: Indianized or Localized?](#)

Apr 5 [Midterm Two](#)

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 8 [Imperial Recovery under the Sui, Tang, and Song](#)

Apr 10 [Belief in East Asia: Neo-Confucianism and Buddhism](#)

Apr 12 [Chinese influence in Korea, Japan, and Vietnam](#)

[\[QUIZ – Chapter 8\]](#)

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 15 [The Beginning of Islam](#)

Apr 17 [Islam from Mohammad to Ummayyad](#)

Apr 19 [The Expansion of Dar al-Islam](#)

[\[QUIZ – Chapter 9\]](#)

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 22	<u>From Rome to Byzantium</u>
Apr 24	<u>Medieval Europe: Backwater or the Center of the World?</u>
Apr 26	<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 via Canvas)

** Onon (trans. and ed.), *The Secret History of the Mongols* (especially pp. 17-27 – available on Canvas)

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

100 Objects: #64 (Mongols)

Apr 29	<u>Making a New Empire: From Temujin to Khan</u>
May 1	<u>Mongols in World History</u>
May 3	<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)

May 6	<u>Isolation and Interaction – the wide view</u>
May 8	<u>Why 1500?</u>
May 10	<u>Review</u>

[QUIZ – Chapter 12]

FINAL EXAM:

Wednesday, May 15, from 12:30-2:30pm (CCC 231)

Good Luck!