

# History 101 <sup>Sec. 3</sup> World History to 1500 – online

UWSP spring 2016

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For all practical purposes, this email address is the *primary* way that you will be able to contact me during this course.

Also, I am planning to have open “office hours” in my on-campus office (CCC 202) on most Tuesdays 11:00 am to 5:00 pm. If you wish to see me in person during these times, just show up, no appointment needed.

## Syllabus

Greetings! Welcome to World History to 1500.

History is the study of human experience on Earth over time. History 101 starts at the roots of human experience—some 200,000 years ago, with the appearance of humans similar to ourselves in physical form and mental potential. It finishes ca. 1500 CE—the threshold of the so-called *modern* world.

In this course, you will be functioning as apprentice historians, learning to do the following:

- Describe events from past cultures, societies, or civilizations.
- Recognize the varieties of evidence that historians use to offer diverse perspectives on the meaning of the past.
- Identify the role of human agency in shaping events and historical change.
- Explain historical causality.
- Evaluate competing historical claims that frequently inform the present.

NOTE: these course goals align with the *Learning Outcomes* of the **GEP Historical Perspectives** category. This course also qualifies in the **Global Awareness** category.

As we look at the characteristics of past human cultures and lifestyles at many different times and in many different places, we will be considering their development from a number of aspects, including: (1) the effects of environment and geography, (2) the formation of social and political systems, (3) and the development of religions and other ideologies through which the people in each cultural tradition understood and explained the world, their place in this world, their society, and their political structures. Attention also will be given to factors that linked world regions through time and space, including trade, exploration, diffusion of culture, war, and disease.

**Accessing the online course:**

All course components including instructions, discussion postings, quizzes, and essay submissions, will be mediated through the course D2L site that is administered by UWSP.

D2L can be accessed directly from the main UWSP homepage or from your personal UWSP internet homepage under the ACADEMICS tab.

It is recommended that you use a high-speed internet connection to access D2L.

Check the course D2L site and your UWSP email account frequently (at least 3 – 4 times a week) to be sure you are not missing needed information.

**Course textbook:**

The assigned text for this spring semester course is the following:

Tignor et al., *Worlds Together, Worlds Apart*. Volume ONE: *Beginnings through the 15<sup>th</sup> Century*, 4<sup>th</sup> edition.

This is available at the University Store in DUC as a *text rental* item. You *must* have a copy of the textbook in order to participate in this course. Be sure to get *Volume 1* and the *4<sup>th</sup> edition* (other courses/sections may be using a different volume/edition).

**Workload and expectations:**

In order to do well in this course, you should expect to devote a *minimum* of 8 – 10 hours of focused attention during each of the 15 weeks of this course in order to complete the assigned work. Spring Break week is not counted.

Please be aware, also, that each of the five course Units includes definite *deadlines*, including those for postings to your discussion group and for attempting the Unit quizzes.

Further, students will be expected to apply skills to their course work that are appropriate for an introductory, college-level course in history. These include:

- Reading and discussing analytically.
- Interpreting primary sources: artifacts, images, myths, historical narratives.
- Understanding and applying key concepts: environment, society, politics, ideology, etc.
- Identifying main ideas and arguments, and distinguish supporting evidence for these main arguments.
- Constructing your own arguments with appropriate evidence.
- Recognizing both change and continuity over time and space.

## **The Units:**

The course is organized into five (5) Units, each of which will take up three full weeks of the semester. All Units begin on a Monday and end on a Sunday (except Unit 5).

- *Readings:* in each Unit, you will read and respond to two (2) chapters in the *Worlds Together/Apart* textbook.
- *Quizzes:* in each Unit, you will complete a short online quiz for each of the two textbook chapters assigned in that Unit.
- *Discussions:* in each Unit, you will be required to participate in your assigned online discussion group. Typically, a minimum of nine (9) posts, total, will be required in each Unit, distributed over several distinct discussion “topics.”
- *Response Essays:* at the end of each Unit, you will submit a short (1 – 2 page) written response to the material covered in that unit.

For further details concerning each of the above course components, please see the general instructions for each component in the **Study Guides** module under CONTENT on the course D2L site:

*How to Approach the Readings*  
*How to Approach the Quizzes*  
*How to Approach the Discussions*

## **The Unit Instructions:**

Each of the five Units will have its own set of detailed instructions for the material covered and the assignments in that Unit. These will include the following:

- A *Reading Guide* for each of the two CHs assigned.
- Instructions for each separate discussion “topic.”
- Instructions, including a choice of topics, for the *Response Essay* assignment.

Under CONTENT, there will be a separate module for each Unit, which will contain all of the above items pertaining to that Unit. At the start of each Unit, please go to the appropriate Unit (x) Instructions module and open the individual files.

Discussion “topics” may be set to become available at different times during the Unit, i.e. some will open earlier than others.

The *Response essay* instructions will become available during the final days of each Unit. *Response essay* deadlines will be for one week following the end of the Unit.

**Grading:**

Your final course grade will be based on points accumulated from the following components:

Chapter quizzes:	3% each	x10	=	30%
Unit discussions:	9% each	x5	=	45%
Response essays:	5% each	x5	=	25%

By Unit, each Unit has the following grading components:

x2 Quizzes	+	x9 discussion posts	+	Response essay	=	20%
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NOTE: in this course, there will be no “exams.” Also, there will be no “extra credit” offered under any circumstances.

Final course grades will be calculated according to the following values:

A = 100 – 93.0	A - = 92.9 – 90.0	B + = 89.9 – 87.0	B = 86.9 – 83.0
B - = 82.9 – 80.0	C + = 79.9 – 77.0	C = 76.9 – 73.0	C - = 72.9 – 70.0
D + = 69.9 – 67.0	D = 66.9 – 60.0		F = 59.9 and below

**Outline schedule of Units:**

<b>Unit 1:</b> January 25 – February 14 (weeks 1 – 3)	CH 1 and CH 2 in <i>WTWA</i> .
<b>Unit 2:</b> February 15 – March 6 (weeks 4 – 6)	CH 3 and CH 4 in <i>WTWA</i> .
<b>Unit 3:</b> March 7 – April 3 (weeks 7 – 9)	CH 5 and CH 6 in <i>WTWA</i> .
<b>Unit 4:</b> April 4 – April 24 (weeks 10 – 12)	CH 7 and CH 8 in <i>WTWA</i> .
<b>Unit 5:</b> April 25 – May 13 (weeks 13 – 15)	CH 9 and CH 10 in <i>WTWA</i> .

NOTE: **SPRING BREAK** falls within Unit 3, between weeks 8 and 9.

**Detailed schedule of Unit assignments and deadlines:**

<p><b>Unit 1</b> Weeks 1, 2, and 3</p>	<p>Monday, January 25 – Sunday, February 14</p>	
<p><b>Readings:</b></p>	<p><i>WTWA</i> CH 1: “Becoming Human” (pp. 2 – 39)</p> <p><i>WTWA</i> CH 2: “Rivers, Cities, and First States, 3500 – 2000 BCE” (pp. 42 – 81)</p>	
<p><b>Discussions:</b></p>	<ol style="list-style-type: none"> <li>1. Introductions to your group (1 post)</li> <li>2. Hominids and Humans (2 posts)</li> <li>3. Neolithic changes (1 post)</li> <li>4. Mesopotamian civilization (2 posts)</li> <li>5. Egyptian civilization (2 posts)</li> <li>6. Miscellaneous (1 post)</li> </ol>	<p><b>All posts must be submitted by 11:30 pm, Sunday, February 14</b></p>
<p><b>Quizzes:</b></p>	<p>Quiz 1 on CH 1</p> <p>Quiz 2 on CH 2</p>	<p><b>One attempt on each quiz by 11:30 pm, Sunday, February 14</b></p>
<p><b>Response Essay 1:</b></p>	<p>Instructions and available topics will be posted Friday, February 12</p>	<p><b>Due: by 11:30 pm, Sunday, February 21</b></p>

NOTE: the *Response essay* instructions are given at the end of the Unit in order to make sure that everyone has had a chance to work with all of the subject matter for the Unit before choosing a topic. Accordingly, the due date for each Unit’s *Response essay* is one full week after the close of the Unit.

<b>Unit 2</b> Weeks 4, 5, and 6	Monday, February 15 – Sunday, March 6	
<b>Readings:</b>	<p><i>WTWA</i> CH 3: “Nomads, Chariots, Territorial States, and Microsocieties, 2000 – 1200 BCE”  (pp. 84 – 119)</p> <p><i>WTWA</i> CH 4: “First Empires and Common Cultures in Afro-Eurasia, 1250 – 325 BCE”  (pp. 122 – 157)</p>	
<b>Discussions:</b>	<ol style="list-style-type: none"> <li>1. Egypt and/or Mesopotamia  2000 – 1200 BCE  (2 posts)</li> <li>2. Shang China  (2 posts)</li> <li>3. Assyria and/or Persia  (2 posts)</li> <li>4. Zhou China  (2 posts)</li> <li>5. Miscellaneous  (1 post)</li> </ol>	<p style="text-align: center;"><b>All posts must be submitted by  11:30 pm, Sunday, March 6</b></p>
<b>Quizzes:</b>	Quiz 3 on CH 3  Quiz 4 on CH 4	<p style="text-align: center;"><b>One attempt on each quiz by  11:30 pm, Sunday, March 6</b></p>
<b>Response Essay 2:</b>	Instructions and available topics will be posted Friday, March 4	<p style="text-align: center;"><b>Due:  by 11:30 pm,  Sunday, March 13</b></p>

<b>Unit 3</b> Weeks 7, 8, and 9	Monday, March 7 – Sunday, April 3	
<b>Readings:</b>	<i>WTWA</i> CH 5: “Worlds Turned Inside Out, 1000 – 350 BCE” (pp. 160 – 197)  <i>WTWA</i> CH 6: “Shrinking the Afro-Eurasian World, 350 BCE – 250 CE” (pp. 200 – 235)	
<b>Discussions:</b>	1. China’s philosophies (2 posts)  2. Society and religion in South Asia (2 posts)  3. Chavín and Olmec cultures (1 post)  4. Alexander and Hellenism (2 posts)  5. Hellenistic trade and cultural diffusion (1 post)	<b>All posts must be submitted by 11:30 pm, Sunday, April 3</b>
<b>Quizzes:</b>	Quiz 5 on CH 5  Quiz 6 on CH 6	<b>One attempt on each quiz by 11:30 pm, Sunday, April 3</b>
<b>Response Essay 3:</b>	Instructions and available topics will be posted Friday, April 1	<b>Due: by 11:30 pm, Sunday, April 10</b>

NOTE: **Spring Break** falls in the middle of Unit 3, from the evening of Friday, March 18 to the morning of Monday, March 28.

<b>Unit 4</b>  Weeks 10, 11, and 12	Monday, April 4 – Sunday, April 24	
<b>Readings:</b>	<i>WTWA</i> CH 7: “Han Dynasty China and Imperial Rome, 300 BCE – 300 CE” (pp. 238 – 275)  <i>WTWA</i> CH 8: “The Rise of Universal Religions, 300 – 600 CE” (pp. 278 – 315)	
<b>Discussions:</b>	1. Qin and Han China (2 posts)  2. Roman republic and empire (2 posts)  3. Late Rome and Christianity (2 posts)  4. Mahayana Buddhism and Hinduism (2 posts)  5. Miscellaneous (1 post)	All posts must be submitted by <b>11:30 pm, Sunday, April 24</b>
<b>Quizzes:</b>	Quiz 7 on CH 7  Quiz 8 on CH 8	One attempt on each quiz by <b>11:30 pm, Sunday, April 24</b>
<b>Response  Essay 4:</b>	Instructions and available topics will be posted Friday, April 22	<b>Due:  by 11:30 pm,  Sunday, May 1</b>



<b>Unit 5</b>  Weeks 13, 14, and 15	Monday, April 25 – Friday, May 13	
<b>Readings:</b>	<i>WTWA</i> CH 9: “New Empires and Common Cultures, 600 – 1000 CE” (pp. 318 – 355)  <i>WTWA</i> CH 10: “Becoming the World 1000 – 1300” (pp. 358 – 401)	
<b>Discussions:</b>	<ol style="list-style-type: none"> <li>1. Islamic civilization (2 posts)</li> <li>2. Tang China (2 posts)</li> <li>3. The Afro-Eurasian trade system (2 posts)</li> <li>4. Cultural interactions in the 1000 – 1300 period (2 posts)</li> <li>5. Miscellaneous (1 post)</li> </ol>	<b>All posts must be submitted by 11:30 pm, Friday, May 13</b>
<b>Quizzes:</b>	Quiz 9 on CH 9  Quiz 10 on CH 10	<b>One attempt on each quiz by 11:30 pm, Friday, May 13</b>
<b>Response Essay 5:</b>	Instructions and available topics will be posted Monday, May 9	<b>Due: by 11:30 pm, Friday, May 20</b>

NOTE: Unit 5 officially ends on a Friday instead of a Sunday because Friday, May 13 is officially the last day of classes for the spring 2016 semester.

As always, the due date for the response essay is a full week later than the last “class day” of the Unit, i.e. Friday, May 20, which also is the end of Finals week. If you like, you may consider this last short essay assignment as a kind of “final exam.”

## Basic issues in world history:

Over the huge chunk of time covered in Hist 101, humans have repeatedly made choices that fundamentally affected the course of history, generally, and the development of different regions, specifically. What follows here is *a brief outline* of what we will cover in this course, and an introduction to some fundamental *issues and concepts*.

### Hunters – gatherers:

- people making a living directly from the *environment*
- basic social relations based on *gender, age, and family*
- tools, spiritual beliefs
- nomadic*

### Transition to Agriculture:

(*where? when? why did they do it?*)

- domestication of plants and animals for food, altering the environment
- social classes* – distinctions based on wealth and job/role
- different tools, different spiritual beliefs
- sedentary*

### Transition to Cities/States:

(*where? when? why did they do it?*)

- intensification of agriculture and other kinds of production
- increased *class* differences, permanent ruling *elite*
- sophisticated technology, monumental building, organized religions
- institutions* (dynasties, bureaucracies, laws, professional militaries)

### World Civilizations:

(*where? when? how did they form?*)

- civilizations* must be based on agriculture
- civilizations* (usually) need a city/state level of socio-political organization

--each *civilization* has a definite *culture*:

1. Ways that people have developed to exploit available *natural resources* and *geographic circumstances*
2. Norms of behavior among individuals and between groups, rules and ways to enforce them
3. Belief systems—to handle human self-awareness, to sanctify environmental/economic and social/political relations

### Continuity and Change:

(*where? when? how and why?*)

--once a *cultural* complex of behaviors and beliefs is established, it tends to persist over time = *continuity*.

--all cultures and civilizations do, however, also *change* over time.

--*changes* may be the result of interaction with another culture or civilization, or they may result from tensions within the culture/civilization itself.

## Basic tools for world history:

### Chronology:

--*relative dates*: the sequence of historical events/developments.

--*absolute dates*: temporal milestones to fix and correlate developments.

BP	=	“before present”	
BCE	=	“before common era”	(equivalent to BC = “before Christ”)
CE	=	“common era”	(equivalent to AD = “ <i>anno Domini</i> ”)
ca.	=	<i>circa</i> = “around”	(used for approximate dates)

### Geography:

--*world regions*: the environmental and geographic characteristics of our focus regions.

--*world communications*: the way that geography facilitates or hinders interactions among the major cultural regions.

### Causality:

--earlier conditions and events may shape later conditions and events

--for an earlier A to have an effect on a later B, however, there must be a demonstrated link between the two

--avoid the fallacy of *post hoc ergo propter hoc*

### Comparison:

--general patterns: features that most societies have in common at any given level of development

--unique forms: features that are special to or characteristic of the way one culture/civilization has chosen to express the general patterns

### Expansion and interaction:

--most cultures/civilizations do not exist in static isolation

--cultural ideas (technologies, art styles, languages, religions, etc.) can and do spread from one area to another

--by *migration*: a group or part of a group settles in a new area and practices its culture in the new area

--by *diffusion*: people of one group adopt parts of the culture of another group

--military action and trade are two of the most common ways that *diffusion* happens

### Evidence:

--how do we know what we think we know about past human experience?

--written records—available only from 3000 BCE

--material remains: bones, artifacts, images, buildings

--DNA analysis

--linguistics: the distribution and interaction of languages and language groups

**Interpretations:**

- historical evidence must be analyzed and interpreted
  - historical evidence is often incomplete or ambiguous, which makes alternative narratives possible
  - historical narratives also may vary depending on the values or agenda that a historian brings to the topic
- any valid historical argument/analysis/narrative must be based on the available historical evidence

NOTE: for all course purposes, the material in the textbook, Tignor et al., *Worlds Together/Apart* (4<sup>th</sup> edition), is your authorized source of historical data. The material in this book is the foundation for your online discussions, quizzes, and essays.

Data from other sources may be rejected, at the discretion of the instructor.

**Learning Outcomes**

The History 101 *learning outcomes* align with those of the **GEP Historical Perspectives** category and the **Global Awareness** category (see p. 1 above).

The History 101 assignments and activities are designed also to further your acquisition of *skills* appropriate to an introductory, college-level course in history (see p. 2 above).

The History 101 – specific *learning outcomes* include the following (see p. 5 above):

- Students will be able to analyze and describe the major transitions in human experience and their global effects.
- Students will be able to describe the outstanding features of human cultures or civilizations in several distinct time periods and in several world regions.
- Students will be able to trace long-term continuities in cultural traditions in several world regions.
- Students will be able to recognize long-term changes in established cultural traditions at various times and places in world history, and to identify the causes that brought about such changes.
- Students will be able to communicate their understanding of world history clearly and in a fact-based manner, both orally (discussions) and in writing (essays).

## **University Policies and Resources:**

### **Disabilities**

Students with a documented disability who need accommodations must contact the Disability and Assistive Technology Center. To get started, please go to the DATC homepage at

<http://www.uwsp.edu/disability/Pages/default.aspx>

Reasonable accommodations can be made unless they alter the essential components of the class. Contact the instructor and Disability Services Coordinator in a timely manner to formulate alternative arrangements.

### **Discrimination and harassment**

UWSP is committed to providing its faculty, staff, and students with a sexual harassment-free environment.

The provisions of this policy apply to online environments as well as face-to-face situations.

<http://www.uwsp.edu/dos/Pages/Sexual-Harrasment-Policy.aspx>

See also the resources at the UWSP Equity and Affirmative Action office:

<http://www.uwsp.edu/equity/Pages/default.aspx>

### **Academic Integrity**

Academic honesty requires that the course work a student presents to an instructor honestly and accurately indicates the student's own academic efforts. Please go to:

<http://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

Of particular importance in this course is the avoidance of *plagiarism* in written assignments. For definitions and resources, please go to:

<http://libraryguides.uwsp.edu/plagiarism>

### **Tutoring-Learning Center**

The TLC, located in room 018 LRC (basement of the library) is an excellent resource for assistance with many different types of academic tasks:

<http://www.uwsp.edu/tlc/Pages/default.aspx>