History 101, World History to 1500 [CE]

(Spring 2019).

Section 5 MWF 12:00-12:50 CCC 128 | Final Exam: Monday, 12/16, 10:15-12:15 CCC 128

Section 06 MWF 1:00-1:50 CCC 128 | Final Exam: Tuesday, 12/17, 12:30-2:30 CCC 128

# Professor E. Francis.

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Office Hours: Tuesdays 11:00-12:30, Thursdays 11:00-12:30, **and by appointment.**

NOTE: This syllabus, like all learning, is a work in progress and subject to change. As your instructor, I will take responsibility for informing you of these changes in person and through Canvas. I expect that you, as a student, will take responsibility for keeping updated about these changes.

# Intended Learning Outcomes

After completing this class, students should be able to:

* identify, interpret, and assess historical arguments. Such arguments will be presented in secondary and tertiary sources such as textbooks, lectures, films, and scholarly articles.
* identify, summarize, and interpret primary sources.
* identify and explain various components of cultures distinct from the culture of the twenty-first century United States (and distinct from one another).
* describe the interactions of distinct cultures, societies, or political groups with one another in the era before 1500 CE.

# Required Books And Other Expenses

**All students will need access to the following materials and will need to bring them to class on the dates assigned.**

* Tignor, Robert et al. *Worlds Together, Worlds Apart*. Fourth Edition. New York: W. W. Norton, 2014. (Abbreviated WTWA) **This book is available through Textbook Rental.** We will address readings from this text almost every class session.
* No other books are required for purchase.
* Additional readings will be distributed in class or posted on Canvas. You will need to print out Canvas eReserve readings and bring hard copies to class on the date assigned. Printing is available to students at all UWSP computer labs for $0.10/page.

**ASSESSMENT AND GRADING**

Final course grades will be assigned on a percentage basis:

 A 93.0%+ A- 90.0%+ Exceptional or exemplary work.

B+ 87.0%+ B 83.0%+ B- 80.0%+ Very good work. Above average.

C+ 77.0%+ C 73.0%+ C- 70.0%+ Acceptable work. Meets minimum requirements.

D+ 67.0%+ D 63.0%+ F 0-62.9% Does not meet minimum requirements.

The university does not recognize a grade of D-, so any grade of less than 63.0% will result in a grade of F for the course. Grades will be based on completion of the following assignments:

These grades will be based on students' performance on quizzes, short assignments, and exams as described below:

|  |  |  |
| --- | --- | --- |
| Item | Points | Percent |
| Exams |   |  |
| Exam 1 | 150 | 23% |
| Exam 2 | 150 | 23% |
| Exam 3 | 150 | 23% |
| Short Assignments (8 @ 12 points ea.) | 96 | 15% |
| Attendance/Participation/Professionalism | 100 | 15% |
|  |  |  |
| TOTAL | 646 | 100%[[1]](#footnote-1) |

## Exams

The exams for this class will combine objective, short answer, and short essay questions. The content will be based on the readings, lectures, and in-class activities. Study guide will be provided beforehand. All exams will be cumulative: There will be questions which ask you about earlier content and questions that ask you to compare later developments with what came before. There are two “short answer” questions which are always possible on these exams:

* “Describe one primary source we have examined in this segment of the class.”
* “Explain how one of the events, societies, or sources we have studied continues to be relevant in the modern world.”

The final exams for this class are scheduled for the following dates and times

* Section 5: Final Exam: Monday, 12/16/19, 10:15-12:15 CCC 128
* Section 6: Final Exam: Tuesday, 12/17/19, 12:30-2:30 CCC 128

These are the only times I will give the final exam. Our classroom is nearly at capacity, so I can only allow a limited number of students to take the exam with the other section, and I can only do so if you notify me ahead of time.

## Short Assignments

I will administer a variety of short assignments administered throughout the semester. Short assignments may be graded or pass/fail. Short assignments may include:

* Writing assignments due at the start of class. (These will be very brief--less than 250 words.)
* In-class writing assignments.
* In-class “pop quizzes” (including “attendance quizzes”)
(Hint: Quizzes will often be open-book quizzes on the day’s reading. Always be sure to have a copy of the day’s reading with you!)

All short assignments will be worth 12 points. Some assignments will be graded normally (say, a quiz with 3 questions worth 4 points each). Many assignments will be assessed on a “check” system. Most assignments will earn full credit (check-plus). Sub-par assignments will earn two-thirds credit (check) or one-third credit (check-minus). Your best **eight** Short Assignments will count toward your final grade (and there will be more than eight Short Assignments).

## Attendance/Participation/Professionalism.

College is your gateway into the working world. Thus, I will follow practices of common courtesy and professionalism expected in the workplace. I expect that you do the same. As a class, we will collectively determine the standards for attendance, participation, and professionalism in this class.

# Schedule of Topics and Assignments

What follows is a brief summary of the material we will cover in this semester. This schedule is subject to change as I see fit. In particular, I may add primary source readings or I may be forced to reschedule or cancel certain topics. I will give you plenty of notice about those readings in class and on Canvas. Most additional readings will be distributed through Canvas.

Date Read the listed sources and review images as appropriate **before** class on the date listed.
No. Number of the topic

WTWA4 Tignor et al. *Worlds Together, Worlds Apart*, 4th ed. (number refer to pages)

AHOW *A History of the World in 100 Objects*Numbers refer to episode numbers from the BBC radio series. You are only responsible for (1) recognizing the image and (2) the brief paragraph about each object provided by the British Museum. Links to the British Museum and to the BBC series website are provided on Canvas.

eReserve eReserve readings will be posted on Canvas

| **Week** | **Date** | No. | **Question / Issue/Topic** |
| --- | --- | --- | --- |
| 1 | 9/4 | 1 | Introduction to World History (Part 1) |
|  | 9/6 | 2 | Introduction to World History (Part 2)WTWA4, xxxiv-xxxvii, xlvii-xlix (preface) |
| 2 | 9/9 | 3 | Introduction to World History (Part 3): Primary SourcesWTWA-4, pp. 388-389 ("Christian Europe on the Move: The Crusades and Iberia")\*Usama ibn Munqidh, “The Marvels of Frankish Medicine” (eReserve)Optional"Primary Source Documents Tutorial." History Skills Tutorial. [2018]. <https://digital.wwnorton.com/21093?demo>. |
|  | 9/11 | 4 | Prehistory WTWA4, 23-28; 33-39 |
|  | 9/13 | 5 | Settlement, Pastoralism, and TradeWTWA4, 42-49Between the Tigris and Euphrates Rivers: MesopotamiaWTWA4, 49-58AHOW 15 “Early Writing Tablet”AHOW 12 “Standard of Ur” |
| 3 | 9/16 | 6 | Guest Speaker: Trisha Lamers, Director, Tutoring-Learning CenterContinued: Settlement, Pastoralism, and Trade*Review* WTWA4, 42-49Continued: Between the Tigris and Euphrates Rivers: Mesopotamia*Review* WTWA4, 49-58*Review* AHOW 15 “Early Writing Tablet”*Review* AHOW 12 “Standard of Ur” |
|  | 9/18 | 7 | “The Gift of the Nile”: EgyptWTWA4, 62-69AHOW 11 “King Den’s Sandal Label” |
|  | 9/20 | 8 | The Indus River Valley: A Parallel CultureWTWA4, 58-62Settlement, Pastoralism, and Trade (redux)WTWA4, 42-49 (review) |
| 4 | 9/23 | 9 | Guest Speaker: Lara Olsen, Academic Coach, TLCThe Indo-European MigrationsWTWA4, 84-90 Study the images on WTWA-4, p. 87: “War Chariots.” What are depicted in those images? Where did the original materials come from? (ADDED 9/16/19)"How Languages Spread: The Case of Nomadic Indo-European Languages," WTWA4, 104-105.Deleted 9/16/19:Climate Change and the Collapse of Riverine Societies, ca. 2000 BCE~~“The Admonitions of Ipuwer,” WTWA~~~~4~~~~, 70.~~~~“Current Trends in World History: Climate Change at the End of the Third Millennium in Egypt, Mesopotamia, and the Indus Valley,” WTWA~~~~4~~~~, 76.~~~~“Analyzing Global Developments: Climate Change and the Collapse of Riverine Societies,” WTWA~~~~4~~~~, 99~~ |
|  | 9/25 | 10 | The Rise of Territorial States in Egypt and Southwest Asia WTWA4, 90-100Nomads and the Indus River ValleyWTWA4, 100-103Deleted 9/16/19: ~~Primary Source: Egyptian-Hittite Treaty (eReserves)~~ |
|  | 9/27 | 11 | Complex Societies in East AsiaThe Yellow and Yangzi River Basins: East AsiaWTWA4, 69-74 (Chapter 2)Rise of the Shang StateWTWA4, 103-110“The Oracle Bone,” WTWA4, 107 |
| 5 | 9/30 | 12 | Microsocieties: The Aegean World and the South PacificWTWA4,110-117 |
|  | 10/2 | 13 | Catch-Up and Review, Wednesday, October 2 |
|  | 10/4 | 14 | Exam 1, Friday, October 4 |
| 6 | 10/7 | 15 | First Empires in Afro-Eurasia: The Neo-Assyrian EmpireWTWA4, 122-139 Pay close attention to the relief from Tiglath Pileser II (WTWA4, p. 131) |
|  | 10/9 | 16 | The Persian Empire and the Axial AgeWTWA4, 134-139“The Axial Age,” WTWA4, 186-187"Beistitun Inscription," WTWA4,138AHOW 26. "Oxus Chariot Model” |
|  | 10/11 | 17 | Axial Age in the Mediterranean: Greeks and PhoeniciansWTWA4, 139-143, 190-197“Warring Ideas: Plato and Aristotle on Gaining Knowledge of the Essence of the World,” WTWA4,196AHOW 25, "Gold Coin of Croesus" |
| 7 | 10/14 | 18 | Axial Age in the Mediterranean: The IsraelitesWTWA4,143-145Isaiah 10:1-19 (eReserve) |
|  | 10/16 | 19 | The Early Zhou Empire in East Asia (1045-771 BCE)WTWA4, 150-157; “Zhou Succession Story,” WTWA4, 155 |
|  | 10/18 | 20 | The Axial Age: Eastern Zhou China and the “Hundred Masters”WTWA4, 160-171"Prophets and the Founding Texts: Comparing Confucius and the Buddha," WTWA4, 180"Warring Ideas: Confucianism Versus Daoism," WTWA, 168Confucius. “Confucius on Good Government” (eReserves)Laozi. Daodejing (Selections on government) (eReserves) |
| 8 | 10/21 | 21 | The Axial Age: The New Worlds of South AsiaWTWA4,145-150, 171-178 "A Hindu Creation Myth," WTWA4, 5Optional: “Becoming a Brahman Priest,” WTWA4, 149 |
|  | 10/23 | 22 | The Axial Age: The New Worlds of South Asia (Part 2)WTWA4, 171-178 (review)“Prophets and the Founding Texts: Comparing Confucius and the Buddha," WTWA4,180 (REVIEW)[Buddhist Sacred Texts]. "The Rebel Saint: The Buddha's Attitude Toward Authority, Ritual, and Moot Points," (eReserve) |
|  | 10/25 | 23 | First Generation Societies in the Americas: Chavin, Olmecs WTWA4, 178-184 |
| 9 | 10/28 | 24 | Common cultures in sub-Saharan AfricaWTWA4,184-190AHOW 22. “Sphinx of Taharqo” |
|  | 10/30 | 25 | Origins of a Cosmopolitan World in Afro-Eurasia: HellenismWTWA4, 200-213, 213-222AHOW 33. “Rosetta Stone” |
|  | 11/1 | 26 | The Transformation of BuddhismWTWA4, 213-222 (review), 222-227“Kalinga Edict,” WTWA4, 218Images of Buddhas on page 226. |
| 10 | 11/4 | 27 | New Empires: The Qin and Han DynastiesWTWA4, 240-256AHOW 34, “Chinese Han lacquer cup”Optional:“Jia Yi on the Faults of the Qin,” WTWA4, 249“A Qin Legal Document: Memorial on the Burning of Books,” WTWA4,244 “Dong Zhongshu on Responsibilities of Han Rulership,” WTWA4, 250 |
|  | 11/6 | 28 | New Empires: The Roman Empire“Municipal Charter of a Roman Town,” WTWA4, 266 |
|  | 11/8 | 29 | The Silk RoadWTWA4, 213-222 (review), 227-236, 253-254, 267-269 “The Cosmopolitan City of Alexandria,” WTWA4, 208“Analyzing Global Developments: The Cosmopolitan World of the *Periplus Maris Erythraei*,” WTWA4, 225AHOW 40 “Hoxne Pepper Pot” |
| 11 | 11/11 | 30 | Fall of the Roman Empire, Rise of Christianity and ChristendomWTWA4, 269-296Eusebius, “In Praise of ‘One Unity and Concord,’ WTWA4, 289 |
|  | 11/13 | 31 | Political and Religious Change in South Asia:Buddhism and the Hindu Transformation, ca.1 CE‑600CEWTWA4, 222-227, 299-307\*Pay close attention to Buddhist imagery on the following pages:WTWA4, 178, 226, 299, 305, 307. We will discuss these images as primary sources.AHOW 42. Gold coin of Kumaragupta IAHOW 68. Shiva and Parvati Sculpture |
|  | 11/15 | 32 | Political and Religious Change in East Asia, ca. 300‑600 CEWTWA4, 254-256, 302-307 “The Ballad of Mulan” (eReserve) |
| 12 | 11/18 | 33 | Faith and Culture in the “Worlds Apart”:Bantus of Sub-Saharan Africa and Mesoamericans WTWA4,307-315 (ch. 8) |
|  | 11/20 | 34 | Wednesday, November 20: Catch-Up and Review |
|  | 11/22 | 35 | Friday, November 22: Exam 2 |
| 13 | 11/25 | 35 | Class Meets Normally November 25 (Week 13) |
| 13 | 11/25 | 36 | Early Islam: Religion and EmpireWTWA4, 320-333“The Quran: Two Suras in Praise of God,” WTWA, 322 Additional Quran Selections (eReserve) |
|  | 11/27 | 36 | Class Meets Normally November 27 (Week 13) |
|  | 11/27 | 36 | Early Islam, Part 2WTWA4, 320-333 (Review) |
|  | 11/29 | 37 | Class does Not Meet Friday November 29 (Thanksgiving Break) |
| 14 | 12/2 | 38 | The Tang State and Its Neighbors (600-1000 CE)WTWA4, 333-347 |
|  | 12/4 | 39 | Christendom, ca. 600-1000WTWA4, 352-361AHOW 47 “Sutton Hoo Helmet”AHOW 61 “Lewis Chessmen” |
|  | 12/6 | 40 | The Changing Role of Islam:WTWA4, 360-376AHOW 63. “Ife Head.” (12th-14th century CE)AHOW 60 “Kilwa Pot Sherds”Optional:“Ghana as Seen by a Muslim Observer in the Eleventh Century,” WTWA4, 366 “The Merchants of Egypt,” WTWA4,377 |
| 15 | 12/9 | 41 | Christian Europe, ca. 1000-1300 CEWTWA4, 383-389“The Crusades from Dual Perspectives,” WTWA, 390Optional:Usama ibn-Munqidh, “A Muslim View of the Crusaders” (eReeserve) |
|  | 12/11 | 42 | The Mongol Transformation of Afro-EurasiaWTWA4, 389-394 |
|  | 12/13 | 43 | Catch-Up and ReviewLast Day of Class: Friday, December 13 |
| FinalsWeek | 12/16 | XM | Final Exam/Exam 3 (Section 05). CCC 128.Monday, December 16, 2019, 10:15 AM-12:15 PM |
| FinalsWeek | 12/17 | XM | Final Exam/Exam 3 (Section 06). CCC 128.Tuesday, December 17, 2019, 12:30-2:30 PM.  |
|  |  |  |  |

# Communication

### Office Hours (Face-to-Face and “Virtual”).

Please visit me in my office (463 CCC), especially if you have questions about the class. I hold regular office hours every week at times listed on the first page of the syllabus. At those times I am always available to students.

I am always happy to schedule an appointment outside my office hours, either in person, or through “virtual office hours” by phone or by electronic conferencing software.

### Discussion Boards.

I also encourage you to contact me on the Canvas Discussion Boards for any question that is not strictly personal. If you have a question, there’s a good chance several other students have it too! I check the Discussion Boards at least once a day, Monday through Friday. I will usually respond to any question within “one business day,” even if I do not have a definitive answer.

### Canvas

This class uses Canvas, UWSP's Online Learning Management System.

* eReserve documents will be distributed through Canvas
* I will post grades, class announcements, review sheets, PowerPoint slides, and other useful course information on Canvas
* I will maintain a copy of this syllabus on Canvas, reflecting any changes that are necessary.

### Email.

Regularly check your university provided email account (e.g., spointer@uwsp.edu). This is the account I will use for any formal communication related to this class. As with the Discussion Boards, I will check my campus email account (efrancis@uwsp.edu) at least once a day, Monday through Friday. While the Discussion Boards are the best place for most questions, email is a better medium for questions that apply only to you (e.g., requests for extensions). To preserve student privacy, I will not discuss grades over email, as a rule.

#### Email “Netiquette”

In addition to common courtesy, I ask that all students follow some basic principles of “netiquette” in email exchanges. I recommend these principles in all your academic emails.

* Briefly identify yourself. Give your name and mention the class you have with the professor. We professors receive numerous emails every day and may have hundreds of students. This makes it difficult to identify emails simply signed “Dave” or “Sally.”
* Always use appropriate terms of address. I prefer to be addressed as “Dr. Francis” or “Professor Francis.” I recommend you follow this pattern with your other professors, unless they tell you otherwise.
* Always include a relevant subject heading, such as a brief summary of your concern or even the course number or course name.

# Course Policies

These policies cover any issues not addressed above. Course policies are listed in alphabetical order.

### Academic Honesty.

I expect all students to uphold principles of academic honesty in this classroom. Students who commit any form of academic dishonesty in this class will be given a **"0" (zero)** gradefor the relevant assignment. Further penalties can range from a lowered grade in the class (up to and including failing the class) to suspension or expulsion from the University.

* Academic dishonesty includes (but is not limited to):
	+ plagiarism.
	+ cheating on exams
	+ providing false information on official documentation (e.g., signing others in for attendance, or giving false excuses to make up work)
	+ presenting the same piece of work for credit in two different classes without prior permission
* Regarding plagiarism, I find the following statement from Cambridge University very helpful: "Plagiarism is defined as submitting as one's own work, irrespective of intent to deceive, that which derives in part or in its entirety from the work of others without due acknowledgement. It is both poor scholarship and a breach of academic integrity." [[2]](#footnote-2)
* Review your rights and responsibilities as outlined on the web page for the Office of the Dean of Students: (<http://www.uwsp.edu/dos/>):
	+ “Academic Integrity: A Guide for Students.” *UWSP Dean of Students*. <<http://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>>
	+ “Academic Misconduct” *UWSP Dean of Students*.
	< <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>>
	+ “Chapter UWSP 14: Student Academic Disciplinary Procedures.” *UWSP Dean of Students*.
	< [https://www.uwsp.edu/dos/Documents/UWS%2014-1.pdf](https://www3.uwsp.edu/dos/Documents/UWS%2014-1.pdf)>

### **Equity of Educational Access**

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 (DATC) on the 6th floor of Albertson Hall (the University Library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu. See also: Religious Beliefs

### Extensions

I am willing to discuss extending deadlines for individual students if the student approaches me beforehand. Such extensions will only be granted in cases where unusual circumstances prevent the student from completing the work on time. As a rule, I will only grant extensions after the fact under truly exceptional circumstances, such as a personal or family emergency. I may also assign an alternate makeup assignment for an assignment you missed. In all such cases, I may assess a penalty for completing the assignment after the rest of the class. See also: **Late Work, Religious Beliefs, Equity of Educational Access**

### Extra Credit

As a rule, I do not grant extra credit in my classes. I definitely do not create special extra credit assignments for individual students. Any extra credit assignment will be publicly offered to the entire class with plenty of time for students to participate.

### Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if the student has completed two-thirds of all coursework. All incomplete course assignments must be completed within one semester.

### Late Work.

There are different policies for late work, depending on the assignment involved:

* As a rule, all quizzes, exams, and forum discussions must be completed by the assigned deadline. Such work may not be submitted late. Any such work not completed by the deadline will result in zero credit.
* Written Assignments will be penalized if submitted late:
	+ Any work submitted after the deadline will be subject to a -5% penalty for each 24 hours (or portion thereof) it is late.
	+ No written assignment may be submitted more than one week after the deadline.
* Ungraded assignments may be turned in up to two weeks after the deadline for half credit.

See also: **Extensions**

### Missed Assignments.

Failure to take a quiz, exam, or in-class assignment will result in zero credit for that assignment. As a rule, I do not allow make-up assignments for "Short Assignments" (e.g., announced or unannounced quizzes, in-class worksheets, etc.). Exceptions are possible.If you must miss an assignment for any reason, please notify me as soon as possible. I am much more likely to grant accommodations if I receive early notice. In accordance with University policies I will give you a reasonable amount of help in making up an exam you have missed under certain circumstances:

* Off-campus travel with an approved University group (e.g., athletic team, musical or dramatic organization, class activity).
* NOTE: If you are ill, do **not** come to class.  Get well, keep from infecting anybody else, and make up the work later.
* Religious holidays
* Personal or family emergency (e.g., family funeral, unsafe driving conditions, taking a relative to the hospital, called to duty for the military or for emergency services as police, firefighters, or rescue squad personnel).

See Also: **Extensions**, **Late Work**.

### Religious Beliefs.

If you think you may need academic accommodations in this class due to your religious beliefs (for instance, if you cannot complete an assignment due to a religious holiday), please let me know **within the first three weeks of class**. I will work with all such students to provide reasonable accommodations for religious beliefs, in accordance with UWS 22.03.

1. May not add to 100% due to rounding. [↑](#footnote-ref-1)
2. University of Cambridge., "University-Wide Statement on Plagiarism," <http://www.admin.cam.ac.uk/univ/plagiarism/students/statement.html> (published June 2011, accessed January 19, 2014.) [↑](#footnote-ref-2)