

History 101³

World History to 1500

UWSP fall 2015

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Office hrs: Tue and Thu 12:00 – 15:00

NOTE: to see me during the above office hours, for any reason, you *do not* need an appointment. Just show up.

Section 3: Tue and Thu 15:35 – 16:50 in 333 CAC

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—with the gradual emergence of humans similar to ourselves in physical form and mental potential by the time of the *Upper Paleolithic period* (by 40,000 years ago). 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:

- (1) The effects of climate, environment, and geography.
- (2) The formation of social and political systems.
- (3) The development of religions and other ideologies through which the people in each cultural tradition understood and explained their world.
- (4) Linkages among world regions through time and space including migration, trade, cultural diffusion, war, and disease.

Course textbook:

Tignor et al., *Worlds Together, Worlds Apart*. Volume ONE: *Beginnings through the 15th Century*, 4th 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 *4th edition* (other courses/sections may be using a different volume/edition).

Course D2L site and UWSP email:

The syllabus, other study guides, reading guides, lecture notes, and PDFs of power points all will be posted regularly on the Hist 101 – section 3 D2L site that is administered by UWSP. Also, all *quizzes* will be taken on D2L.

D2L can be accessed directly from the main UWSP homepage or from your personal UWSP MyPoint 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. In addition to in-class announcements, I will be emailing group messages to class members on a regular basis.

Grading:

Your grade in History 101 will be based on the following:

	<i>percent of course grade:</i>
10 chapter quizzes (online), each worth 3.0 %	= 30%
Midterm exam ONE	15%
Midterm exam TWO	25%
FINAL exam	30%

There is one *online* quiz for each chapter of reading assigned in *WTWA*. There are 12 multiple-choice questions per quiz. You get two attempts at each quiz.

The three exams are in-class essay exams. You will be given a choice of topics to prepare at least one week ahead of each exam.

Course lecture topics, readings, and examinations:

Session	Date:	Lecture topic:	Read for this week:
1	Thu 3 Sep	Intro to the course. What makes humans human?	Read entire <i>Syllabus</i> .
2	Tue 8 Sep	Humans as hunter-gatherers <i>Upper Paleolithic</i>	<i>WTWA</i> chapter 1: “Becoming Human” (pp. 2 – 39)
3	Thu 10 Sep	<i>Neolithic</i> Farming and herding.	
4	Tue 15 Sep	Mesopotamia (Tigris, Euphrates) Harappa (Indus)	<i>WTWA</i> chapter 2: “Rivers, Cities, and First States, 3500 – 2000 BCE” (pp. 42 – 81)
5	Thu 17 Sep	Egypt (Nile) Spreading of agricultural societies	
6	Tue 22 Sep	Climate event of ca. 2000 BCE Egypt: territorial state	<i>WTWA</i> chapter 3: “Nomads, Chariots, Territorial States, and Microsocieties, 2000 – 1200 BCE” (pp. 84 – 119)
7	Thu 24 Sep	Mesopotamia: territorial state Hittites and Vedic people	
8	Tue 29 Sep	China: Shang territorial state “Microsocieties”	
9	Thu 1 Oct	Midterm EXAM ONE	

10	Tue 6 Oct	Climate event of ca. 1200 BCE The Neo-Assyrian empire	<i>WTWA</i> chapter 4: “First Empires and Common Cultures in Afro-Eurasia, 1250 – 325 BCE” (pp. 122 – 157)
11	Thu 8 Oct	The Persian empire Vedic society in India	
12	Tue 13 Oct	China: Zhou dynasty China: philosophies	<i>WTWA</i> chapter 5: “Worlds Turned Inside Out, 1000 – 350 BCE” (pp. 160 – 197)
13	Thu 15 Oct	South Asia: society and religions Americas: Chavín and Olmec	
14	Tue 20 Oct	Nubia and West Africa Mediterranean world	<i>WTWA</i> chapter 6: “Shrinking the Afro-Eurasian World, 350 BCE – 250 CE” (pp. 200 – 235)
15	Thu 22 Oct	Alexander and Hellenism Cosmopolitan Mediterranean	
16	Tue 27 Oct	South Asia and Central Asia Mahayana: the new Buddhism	
17	Thu 29 Oct	Trade: overland routes Trade: maritime routes	
18	Tue 3 Nov	Midterm EXAM TWO	

19	Thu 5 Nov	China: Legalism, Qin dynasty, and unification China: Han dynasty and Confucianism	<i>WTWA</i> chapter 7: “Han Dynasty China and Imperial Rome, 300 BCE – 300 CE” (pp. 238 – 275)
COURSE DROP DEADLINE: Friday 6 November			
20	Tue 10 Nov	China: expansion and decline Rome: the Republic	
21	Thu 12 Nov	Rome: the Empire The <i>Pax Romana</i> vs. barbarians	
22	Tue 17 Nov	Late Rome and Christianity Byzantium: the Christian empire	<i>WTWA</i> chapter 8: “The Rise of Universal Religions, 300 – 600 CE” (pp. 278 – 315)
23	Thu 19 Nov	Iranian universalism Buddhism and Hinduism	
24	Tue 24 Nov	China: disunity and change Africa and Mesoamerica	
* * * THANKSGIVING BREAK * * *			
25	Tue 1 Dec	Muhammad, Arabian empire, and Islamic civilization	<i>WTWA</i> chapter 9: “New Empires and Common Cultures, 600 – 1000 CE” (pp. 318 – 355)
26	Tue 3 Dec	China: the Tang dynasty Margins: Korea and Japan Margins: Christian West	

27	Tue 8 Dec	Afro-Eurasian connections: multiple communities in a cosmopolitan world	<i>WTWA</i> chapter 10: “Becoming ‘The World’ 1000 – 1300 CE” (pp. 358 – 401)
28	Thu 10 Dec	Islam, India, China, Europe The Americas	
29	Tue 15 Dec	The Mongol empires Climate change and plague The world after the 1300s	<i>WTWA</i> chapter 11: (optional)
Final EXAM:	Section 3: Thursday 17 December, 17:00 – 19:00		

Suggestions for studying:

Additional instructions for “how to do it” are in the Study Guides module under CONTENT on D2L. These include:

How to Approach the Readings

How to Approach the Quizzes

How to Approach the Exams

Weekly routine:

1. Look at the *Reading Guide* for the chapter in *WTWA* assigned for the week.
2. Do the assigned reading *before* you come to class on Tuesday. Take notes while you read.
3. *Lecture Notes* on key points in the week’s sessions will be posted on Mondays.
4. Come to class on Tuesdays and Thursdays prepared to discuss the assigned material. Additional material for in-class discussion will be presented by power point, handout, or video during the class session.

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, bureaucracy, laws, professional military)

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 different areas and how these relate to one another.

--*world communications*: the way that geography facilitates or hinders interactions between and among different areas.

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 course purposes, the range of available evidence is limited. For the quizzes, the material in the textbook, Tignor et al., *Worlds Together/Apart* (4th edition) is your sole authorized source of historical data. For in-class discussions and the essay exams, you may refer also to additional material that will be presented in class.

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 and pp. 8 – 9 above).

The History 101–specific *learning outcomes* include the following (see p. 7 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).

Additional, lecture-specific learning outcomes will be listed in the Lecture Notes and repeated in the study guides for the three in-class essay exams.

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 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>