

History 101, World History To 1500

Online Sections

Instructor: Dr. E. Francis.

Office: 463 CCC | Phone: (715) 346-3289 | Email: efrancis@uwsp.edu.

Office Hours: **Listed on Canvas**

The assignments, deadlines, and policies described in this syllabus are subject to change. It is your responsibility to regularly check Canvas and your UWSP email account for corrections or updates to the syllabus.

This course will be delivered entirely online. It is your responsibility to make sure you are using a computer that meets the system requirements for all technological components for this class. **Mobile devices or tablets may not be acceptable replacements for desktop or laptop computers in online courses.**

This syllabus contains hyperlinks, some of which are only visible when the document is viewed electronically.

Course Description

History 101 (World History To 1500) fulfills the “Historical Perspectives” and “Global Awareness” categories of UWSP’s General Education Program (GEP). It is also a foundational course for several majors and minors--including History, International Studies, and Broad-Field Social Sciences.

Student Learning Outcomes (SLO’s)

Through this course, students will improve their ability to: (1) Use primary sources as evidence to answer questions about historical change, (2) Describe differences among interpretations of the past, (3) Analyze institutional and cultural change over time, (4) Identify and explain components of cultures distinct from those in the United States in the twenty-first century CE (GA).

Students will develop those skills through study of primary and secondary sources dealing with the history of different societies across the world before 1500 CE.

Required Books and Other Materials

In order to participate in this course, you must obtain all of the books and other materials listed here.

Textbook: *Worlds Together, Worlds Apart* and InQuizitive

Pollard, Elizabeth et al. *Worlds Together, Worlds Apart: With Sources, Volume 1: Beginnings through the 15th Century*. Concise Second Edition. New York: W.W. Norton, 2019.

Abbreviation: *WTWA-C2*.

This is the rental text for this course.

Note for Off-Campus Students:

If you will not be on campus you may arrange to have your textbooks mailed to you for a shipping fee of \$10.95 plus tax. For more information or to place an order, contact the text rental manager Dale Dickson by email at dadickso@uwsp.edu or call the Text Rental office at 715-346-3885. The office will need to know your name, your address, the books you require, and how you plan to pay the shipping fee.

InQuizitive

The assignments for this course, require access to InQuizitive, a digital learning platform developed by W.W. Norton. See instructions on Canvas for how to obtain InQuizitive. This will cost \$20.00 when purchased directly from W.W. Norton

Rampollo, *A Pocket Guide to Writing History*

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 9th ed. Boston: Bedford/St. Martin's, 2018. \$33.99 paperback/\$22.99 eBook purchase/\$16.99 eBook rental.

A Pocket Guide to Writing in History will be the basis of the style guide for this course and it will provide guidance on how to complete assignments in a history course like this one. The paperback edition is available for purchase at the UWSP Bookstore. If you wish, you may rent or purchase an eBook edition of the text from MacMillan Learning.

For more information, see the publisher's web page for the book:

<https://store.macmillanlearning.com/us/product/Pocket-Guide-to-Writing-in-History/p/1319113028?searchText=pocket%20guide> (accessed 8/26/19).

A History of the World in 100 Objects

This course also assigns episodes from the BBC podcast *A History of the World in 100 Objects* (AHOW). Each episode examines what a single object can teach us about the history of the world. Episodes are 15 minutes long. They are available from the BBC website or from podcast providers, such as iTunes. In addition to listening to assigned episodes, students are expected to study pictures of the objects. These pictures are available through the website for the British Museum. All these materials are provided **free of charge**.

- *A History of the World in 100 Objects* Program Website:
<http://www.bbc.co.uk/ahistoryoftheworld/about/british-museum-objects/>.
- *A History of the World in 100 Objects* British Museum Site:
http://www.britishmuseum.org/explore/a_history_of_the_world/objects.aspx#1.

eReserve

Some weeks, additional documents, videos, films or other media may be assigned. This material is provided **free of charge** and can be found on the Canvas module for the relevant week.

Canvas

Canvas is the learning management system (LMS) at UWSP. Log in to Canvas at <https://www.uwsp.edu/canvas/Pages/default.aspx>. There you will find links to different guides to Canvas, as well as a phone number for Canvas support for students: 1 (833) 828-9804.

Schedule of Topics and Activities

Below is a broad overview of the topics for each week, as well as information on the weekly assignments:

- What will be covered in the InQuizitive assignment that week.
- What will be covered in the Canvas quiz that week
- What will the Canvas discussion question for that week address.

There is also a module on Canvas for each week of this class. In each week's module you will find:

- Instructions for the week's assignments.
 - Pay special attention to the section on "Additional Required Materials." This will list readings, podcasts, videos, and other materials which you must study that week **in addition to the assigned chapter**.
- A link to the InQuizitive assignment for that week. (Due Mondays at 11:59 PM.)
 - Read the assigned chapter well before you start work on InQuizitive assignment!
- A link to the Weekly Canvas Quiz for that week. (Due Tuesdays at 11:59 PM.)
 - Study the relevant materials for that quiz well before you start work on the quiz!
- A link to the Weekly Discussion topic for that week.
 - Submit your first post to the discussion by Wednesday at 11:59 PM.
 - Submit all your discussion posts and responses by Thursday at 11:59 PM.

Summary Schedule

InQuizitive	Canvas Quiz	Discussion
Introductory Sessions	Course Syllabus Rampolla, pp. 1-17 (<i>Optional</i> : pp. 18-25) AHOW Episodes (and British Museum Images) <ul style="list-style-type: none"> • 1. Mummy of Hornedjedef <i>Optional</i> : YouTube video "Primary vs Secondary Sources." Link: https://youtu.be/TgU1BcDStK0 .	Describe one source you have encountered that has taught or told you something about the past. This can be either a primary or a secondary source, and it's alright if you're not quite sure which it was.
Chapter 1 "Becoming Human"	WTWA Global Themes and Sources <ul style="list-style-type: none"> • 1.4. The <i>Popul Vuh</i> AHOW Episodes (and British Museum Images) <ul style="list-style-type: none"> • 6. Bird-Shaped Pestle • 9. Maya Maize God Statue 	Identify one primary source and explain how it can help historians understand changes which resulted in human societies as humans shifted from a hunter-gatherer lifestyle to agriculture.

Schedule of Topics and Activities

InQuizitive	Canvas Quiz	Discussion
<p>Chapter 2. “Rivers, Cities, and First States, 3500–2000 BCE”</p>	<p>WTWA Global Themes and Source</p> <ul style="list-style-type: none"> • 2.3. Harappan Seal Stones (ADDED 9/14/19) <p>AHOW Episodes (and British Museum Images)</p> <ul style="list-style-type: none"> • 11. King Den’s Sandal Label • 15. Early Writing Tablet 	<p>Identify one primary source and explain how it demonstrates the ways that written records can help historians understand early complex societies better than prehistoric societies</p>
<p>Chapter 3. “Nomads, Chariots, Territorial States, and Microsocieties, 2000–1200 BCE”</p>	<p>WTWA “Interpreting Visual Evidence”</p> <ul style="list-style-type: none"> • Bronze-Working” (all images) (WTWA, pp. 152-153) <p>Images of Primary Sources in the text of WTWA Chapter 3:</p> <ul style="list-style-type: none"> • Images of War Chariots (p. 110) <p>eReserves:</p> <ul style="list-style-type: none"> • Egyptian-Hittite Peace Treaty 	<p>Identify one primary source and explain how it can help historians understand trade and contact between different societies and peoples between 2000 and 1200 BCE.</p>
<p>Chapter 4. First Empires and Common Cultures in Afro-Eurasia, 1200-325 BCE</p>	<p>Exam 1 Reflection Paper 1</p> <p>WTWA Global Themes and Sources</p> <ul style="list-style-type: none"> • “Zhou Succession Crisis (ca. 1043 BCE),” King Wu (Primary Source 4.3) • “Behistun Inscription (520 BCE),” Darius I (Primary Source 4.2) <p>WTWA Global Themes and Sources—Chapter 1</p> <ul style="list-style-type: none"> • “The Sacrifice of Purusha” from the Rig Veda, ca. 1500 BCE (Worlds Together, Worlds Apart, Primary Source 1.1, p. 38. <p>AHOW Episodes (and British Museum Images)</p> <ul style="list-style-type: none"> • 21. “Lachish Reliefs” • 26. “Oxus Chariot Model.” 	<p>Identify one primary source and explain how it can help historians understand new political organizations that emerged between 1250 and 325 BCE.</p>

Schedule of Topics and Activities

InQuizitive	Canvas Quiz	Discussion
Chapter 5, “Worlds Turned Inside Out, 1000–350 BCE”	eReserves: <ul style="list-style-type: none"> • [Buddhist Sacred Texts]. The Suttas • Confucius. “Confucius on Good Government” • Laozi. Daodejing. Selections on Government • Plato, The Republic, Book V (Selections) 	Identify one primary source and explain how it can help historians understand one of the Axial Age traditions discussed in this chapter.

Schedule of Topics and Activities

InQuizitive	Canvas Quiz	Discussion
<p>Chapter 6, “Shrinking the Afro-Eurasian World, 350-100 BCE”</p>	<p>WTWA Global Themes and Sources</p> <ul style="list-style-type: none"> • 6.2. “Kalinga Edict” (261 BCE), Aśoka <p>AHOW Episodes (and British Museum Images)</p> <ul style="list-style-type: none"> • 40. Hoxne Pepper Pot • 41. Seated Buddha from Gandhara <p>Optional Additional Secondary and Primary Sources:</p> <ul style="list-style-type: none"> • Dehejia, Vidya. “Buddhism and Buddhist Art.” In <i>Heilbrunn Timeline of Art History</i>. New York: The Metropolitan Museum of Art, 2000–. http://www.metmuseum.org/toah/hd/budd/hd_budd.htm. (February 2007). <p>[Overview of the development of Buddhist religious art.]</p> <ul style="list-style-type: none"> • “Seated Buddha (1st to mid-2nd Century [CE], Pakistan [ancient region of Gandhara]). https://www.metmuseum.org/toah/works-of-art/2003.593.1/ [WTWA Concise, p. 214, Buddha on the left.]¹ • “Standing Buddha Offering Protection.” (Gupta Period/Late 5th century CE, India [Uttar Pradesh, Mathura]) https://www.metmuseum.org/toah/works-of-art/1979.6/ [WTWA Concise, p. 214, Buddha on the right.]² 	<p>Identify one primary source and explain how it can help historians understand how this source can help historians understand how one of the following factors connected different parts of Afro-Eurasia more closely between 350 and 100 BCE:</p> <ul style="list-style-type: none"> • Hellenism • Buddhism (particularly Mahayana Buddhism) • The Silk Roads and “Silk Roads by Sea”

¹ Image found in: Elizabeth Pollard et al., *Worlds Together, Worlds Apart*, Concise Edition (New York: W. W. Norton, 2015), p. 214.

² Pollard, p. 214.

Schedule of Topics and Activities

InQuizitive	Canvas Quiz	Discussion
<p>Chapter 7, “Han Dynasty China and Imperial Rome 300 BCE–300 CE”</p>	<p>WTWA Global Themes and Sources:</p> <ul style="list-style-type: none"> • 7.1 Dong Zhongshu on Responsibilities of Han Rulership (200 BCE) • 7.2 The Role of the Roman State (44 BCE), Cicero • 7.3 Lessons for Women (c. 100 CE), Ban Zhao • 7.4 On Women in Rome (first century CE), Musonius Rufus <p>AHOW Episodes (and British Museum Images)</p> <ul style="list-style-type: none"> • 34. Chinese Han Lacquer Cup • 35. Head of Augustus 	<p>Identify one primary source and explain how it can help historians understand how this primary source can help historians understand how one of the major empires of this era* came to power and held power.</p> <p>*Namely, the Qin, the Han, or the Roman Empires.</p>
<p>Chapter 8: The Rise of Universal Religions, 300–600 CE</p>	<p>Exam 2 Reflection Paper 2</p> <p>Image from WTWA, “Interpreting Visual Evidence”:</p> <ul style="list-style-type: none"> • Yungang Caves (p. 390) <p>AHOW Episodes (and British Museum Images)</p> <ul style="list-style-type: none"> • 44. Hinton St. Mary Mosaic • 51. Maya Relief of Royal Blood-Letting <p>[NOTE: This object is reproduced in your textbook* on page 301.]</p> <ul style="list-style-type: none"> • 68. Shiva and Pavarti Sculpture <p>[NOTE: Your textbook* reproduces a different sculpture of Shiva and Pavarti on p. 301.]</p>	<p>Identify one primary source and explain how it can help historians understand changes in one or more religious traditions between 300 and 600 CE.</p>

Schedule of Topics and Activities

InQuizitive	Canvas Quiz	Discussion
<p>Chapter 9, “New Empires and Common Cultures, 600-1000 CE”</p>	<p>AHOW Episodes (and British Museum Images)</p> <ul style="list-style-type: none"> • 49. Korean Roof Tile • 56. Vale of York Hoard <p>eReserve Documents:</p> <ul style="list-style-type: none"> • The Quran 3:33-3:57 (Surah/Chapter 3, verses, 33-57) 	<p>Identify one primary source and explain how it can help historians understand connections across different societies during this era (roughly 600-1000 CE).</p>
<p>Chapter 10, “Becoming ‘The World,’ 1000-1300 CE”</p>	<p>WTWA Global Themes and Sources</p> <ul style="list-style-type: none"> • 10.1. Pilgrimage to Jerusalem (ca. 1300 CE), Bar Sāwmā • 10.3. The Holy Sites of Jerusalem (c. 1360 CE), Ibn Battuta • 10.4. The Hajj of Mansa Musa (1324-1324), al-Umari <p>AHOW Episodes (and British Museum Images)</p> <ul style="list-style-type: none"> • 60. Kilwa Pot Sherds 	<p>Identify one primary source and explain how it can help historians understand or explain ways that different societies came into closer contact during this era (roughly 1000-1300 CE).</p>
<p>Chapter 11: Crises and Recovery in Afro-Eurasia, 1300–1500</p>	<p>AHOW Episodes (and British Museum Images)</p> <ul style="list-style-type: none"> • 71. Tughra of Suleiman the Magnificent • 72. Ming Banknote <p>eReserve Document:</p> <ul style="list-style-type: none"> • The Hongwu Emperor (Zhu Yuanzhang), “An Imperial Edict Restraining Officials from Evil” (14th century). 	<p>Identify one primary source and explain how it can help historians understand the ways that rulers constructed, ruled, and maintained unified states in Afro-Eurasia after the Black Death.</p>
	<ul style="list-style-type: none"> • Exam 3 • Reflection Paper 3 	

Grading

Grades in this course reflect achievement of different levels of mastery. Final course grades will be assigned on a percentage of possible points earned:

A- Range	Exceptional or exemplary work	90.0%+	A-	93.0%+	A		
B- Range	Very good work. Exceeds minimum standards	80.0%+	B-	83.0%+	B		B+
C- Range	Acceptable work. Meets minimum standards.	70.0%+	C-	73.0%+	C		C+
D- Range	Barely meets minimum standards			63.0%+	D		D+
F	Does not meet minimum standards	UWSP does not recognize a grade of D-. 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:

Assignment Type	Value
InQuizitive Assignments	13@100 points=1300 points/ca. 10%
Weekly Canvas Quizzes	12@100 points=1200 points/ca. 9%
Weekly Discussion	12@99 points=1188 points/ca. 9%
Exams	3@1500 points=4500 points/ca. 35%
Reflection Papers	3@1500 points=4500 points/ca. 35%
TOTAL	12,688 points/100%*

*Total may not add up to 100% due to rounding errors.

See the calendar in Canvas for assignment deadlines.

Graded Assignments

InQuizitive Assignments(Weekly-Mondays)

Each week, you will be responsible for completing the InQuizitive assignment associated with that week's chapter. This will be due at 11:59 PM on Mondays.

Canvas Weekly Quizzes (Weekly-Tuesdays)

Each week, you will be responsible for completing a quiz on Canvas. Quizzes will be based primarily on additional required material beyond that provided through InQuizitive. Most of this material will include primary sources relevant to the week's discussion. Detailed instructions will be available each week. This will be due at 11:59 PM on Tuesdays.

Weekly Discussions (Weekly-Wednesdays, Thursdays)

Each week, you will need to contribute to an online discussion topic related to the week's material. To earn full credit, you must submit one original post by 11:59 PM Wednesday of each week and one response by 11:59 PM Thursday of each week. You may be penalized or receive zero credit if these posts are not sufficiently substantial. In addition, your discussion posts will be the basis of your reflection papers (see below).

Exams

There will be three exams during the course of the semester. All will be available for 96 hours (4 days) and all will be due on Tuesdays by **11:59 PM**. All exams will be administered through the Canvas quiz tool. Neither Exam 2 nor Exam 3 is a cumulative exam.

Each exam will be a timed exam consisting of 50 questions. You will have one hour to complete the exam. Exam questions will be based on textbook readings and InQuizitive assignments. A study guide will be provided in advance of the exams.

Reflection Papers

As noted above, you must write three reflection papers based on your contributions to the Weekly Canvas Discussions. All will be due on Thursdays by **11:59 PM**. A full prompt for each Reflection Paper will be made available in advance of the assignment.

General Comments on Graded Assignments

- All assignments must be completed by 11:59 PM Central Time on the date specified unless I tell you otherwise. See “Extensions” under “Course Policies” below for further information.
- As a rule, assignments will be made available one week before the deadline.
- Once an assignment is available, you may complete assignments at any time before the deadline.
- All assignments must be submitted electronically through Canvas unless I state otherwise.
- Scores on graded activities will be posted to the Canvas gradebook as soon as possible.

Professionalism and Grading

College is your gateway into the working world. Therefore, in this class I will follow practices of common courtesy and professionalism expected in the workplace. I expect that all students will do the same. Keep in mind the following principles:

- Students are expected to participate in all online discussions as listed in the course calendar.
- Students who stop participating in class activities or online assignments may be reported as not attending, and may be dropped from the class.
- Adherence to principles of good “netiquette” will be a factor in students’ grades on postings (see above; see also **netiquette** below).
- **Students who exhibit highly unprofessional behavior may be subject to penalties to their final grades, up to and including failure in the class.** Such unprofessional behavior includes, but is not limited to:
 - plagiarism or other forms of academic dishonesty
 - highly disruptive or disrespectful activity in person or in online forums.

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. Times are listed on the course Canvas page. 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.

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) grade for 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
- 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>>

Add/Drop Period

It is your responsibility to understand when you need to consider disenrolling from a course. Refer to the UWSP Academic Calendar for dates and deadlines for registration. Please note that these are the deadlines for all paperwork to be turned in. You may need signatures from different faculty or staff, and they may not all be waiting around for you on the very last day. Plan ahead!

By the same token, if you enroll in the course after the first day of classes, contact me to inform me that you have added the course. Even when you add a course late, you are responsible for all the material presented before you enrolled--just like the rest of the class.

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:

- InQuizitive assignments cannot be graded after the deadline.
 - All other 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.
- See also: **Extensions**

Missed Assignments. See: **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.