

HISTORY 1111: World History to 1500

COURSE INSTRUCTOR

Instructor: Ihor Pidhainy

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Best Way to reach me: email me at the above email, and I'll get back to you within 24 hours. (First semester for me too, so I might be slow with courseden replies... it will improve by the end of semester...)

COURSE INFORMATION

Section 06: MW 11:00-12:20 PM TLC1303

Section 07 MW 3:30-4:50 PM Biology 150

OFFICE HOURS

MW 2:00-3:00

TR 10:00-1:00

OR: by appointment

Nota Bene: Office hours are usually a lonely time, especially when there isn't an essay/test immediately due. If you come by and want to talk about the course or some aspect of what we're doing or just cause you need to talk with somebody about history or Asia etc., you are most welcome.

COURSE DESCRIPTION

This is a world history course. (This is not a history of the world course). Against a timeframe that starts with the world's earliest human development (10,000 BCE) and ends up with the beginnings of European mass involvement in world affairs around 1500, we will look at a range of civilizations and cultures in order to gain insights both about what made them unique and what they shared with other cultures and civilizations. We will touch upon (sometimes in depth, sometimes superficially) the histories, languages, literatures, aesthetics, politics, economics, societies and cultures of these civilizations. Our greatest emphasis will be on Eurasia (which consists of Europe, the Mediterranean world, SW Asia, Central Asia, East Asia, South Asia, SE Asia), with a particular emphasis on some of their written texts (these are indicated in REQUIRED READING section below). The texts chosen for this semester emphasize leadership and the individual from literary, historical and religious perspectives.

Some Student Questions w. my answers.

Question: Is this a scary course? Yes, I'm still scared every time I teach it.

Question: Are we going to have to know everything that ever happened in world history (before 1500)? No.

Everything you say? No.

Everything that is written in our books? No.

So what should we study? Everything. Just keep reading and taking notes until you feel you are getting what I am trying to teach you.

What are you trying to teach us? How to do history.

What's that? Welcome to the course...

REQUIRED READING

Dawson, Raymond, *Sima Qian: The First Emperor*, Oxford UP

Easwaran, Eknath, trans., *The Bhagavad Gita*, Nilgiri press

George, Andrew, *The Epic of Gilgamesh, A New Translation*, Penguin

Von Sivers, Peter *et al.*, *Patterns of World History*, 2nd edition, Oxford UP

Other texts will be made available online on CourseDen.

NB: Make sure that you purchase the EXACT books indicated.

COURSE LEARNING OUTCOMES

- Students will demonstrate the ability to understand the political, social, economic, or cultural dimensions of world history
- Students will demonstrate an understanding of the commonalities and differences between two or more societies, nations or cultures outside of the United States in regard to any of the following: languages, literature, aesthetics, politics, economics, or social cultural practices.
- You will improve your skills in historical analysis. You will work with both primary and secondary sources, distinguishing among them, in order to craft interpretive arguments. You will be able to place your argument in context of the larger themes of the course and consider them over time, considering changes and continuities.
- You will improve your writing skills through a variety of assignments.

COURSE Grading

In-class Reading interpretations (5x5%)	25%
Short essays (3-4 pages) (2x15%)	30%
Final Exam	25%
Participation	20%

- All dates for assignments are indicated on the Schedule for the class.
- In-class Reading Interpretations will be completed in class on the date assigned.
 - Make-ups are not permitted, so make sure you come to class.
- Essays will be based on the required reading. Fuller details will be provided in-class
- Final exam format has not been finalized, but it will include a longer essay.

Assignment Expectations:

- Students will be expected to produce academic essays that deal with the assigned readings for the course. Summary of requirements will be included in essay hand-out.
- Warning: Anticipate problems with printers and computers: Back up your files; keep hard copy of your paper. If you do not understand the assignment, contact me or come to my office hours.

Grade Turnaround

Shorter assignments will normally be returned in a week. Essays will be returned within two weeks (unless circumstances such as my grandmother hid your essays occur... I will keep you informed).

Grading Scale

90%-100%	A
80-89	B
70-79	C
60-69	D
0-59	F

Grades are based on the student's performance on specific assignments in the class. (That means that completing all assignments does not necessarily guarantee a good grade. However, not turning in all your assignments will impact your grade negatively, regardless of how well you understand the course, our texts or my lectures...).

Guide to Letter Grades

A = Exceptional

For a single piece of work, this means answering it in a way that shows to your grader that you not only understood what was being asked but were able to show insight beyond what is easily discernable. This involves what you argued, along with how you argued, as well as with your skill in writing. "What you argued" involves the facts and details, evidence and sources that you use to make your argument. "How you argued" involves the arrangement of your argument, the weight you give arguments, the ability to involve counter-arguments and other such features. "Your skill in writing" involves showing your rhetorical use of language, choosing appropriate and specific words where necessary, structuring your sentences in ways that please as well as back up your argument, and – finally – displaying a grasp of rhetoric, where appropriate.

B = Good Work

Good work is a notch down from "exceptional" work – there are unforced errors in substance and style. Generally, the argument is strong, the evidence supports this, and the writing doesn't wreck this too much.

C= Competent/average

Average work means that you communicate a decent answer to the question asked. The answer is therefore in general correct. However, faults, errors and mistakes may arise. This might be in the facts, evidence, argument, organization or language aspects of the work.

D= Poor work

A notch down from C, a D generally indicates that your work does not adequately answer the question and/or also includes many factual errors, much poor writing and shows a lack of integration of ideas that have been used in class.

F = Failure to achieve above criteria...

If you are getting Fs in your work, then we need to sit down and talk about where you are falling short.

Nota Bene:

Incomplete work and/or missing work will kill your grade. I emphasize that even though completed work does not guarantee a great grade, it does show commitment to get your through the class. For those of you who do not feel history is interesting or your calling, just put the time and effort in to get through.

COURSE POLICIES AND INFORMATION

University Policies and Academic Support

See

<http://www.westga.edu/assetsDept/vpaa/Common Language for Course Syllabi.pdf>

Academic Honesty - Plagiarism

Do not plagiarize.

Plagiarism is generally considered to be borrowing the work of others in any shape or form and claiming that it is yours.

For example, copying and pasting a paragraph from Wikipedia in your paper without citation is plagiarism. (Even if you alter several words in it). If you put it into quotation marks, then it isn't plagiarism. (It then becomes poor use of a quotation, but that affects your grade differently than plagiarism).

Our school has a discussion of this in the handbook:

<http://www.westga.edu/~handbook/index.php?page=honorcode>.

Disabilities Act/ Accessibility for the course

****Please consult the following link for more detail regarding accessibility for this course, including contact information for those with accessibility needs:

UWG Accessibility Services (phone: 678-839-6428)

Student Conduct

Our course is conducted at the University of West Georgia and should follow all rules of conduct that the College adheres to. In addition to these governing rules, I would like to stress that the class space and class discussion are a shared space and thus must take into account that we do not all share the same sensibilities and outlooks. Using good judgment and proper language in our discussions is essential. That we should be challenged in our opinions and ideas is part of the classroom experience, but we should balance that in the manner in which we make these challenges.

What forms of etiquette are good to follow when in class. (Perhaps outside as well, but that's not part of our parameters).

- Arrive on time and leave when class ends... if you need to leave early, mention this to the instructor.
- Treat everybody with courtesy
- Do not sleep in class. (Coffee, coffee, chocolate chip cookies, repeat)
- Do not use cell phone/iphone other electronic device as part of a diversionary procedure from the lecture or discussion. (I know it can be tempting and difficult, not to do so, but again courtesy...)
- Do not do socially unacceptable things in class (If you need a list, talk to your parents or guidance counselor, but these do include things like not spitting, washing regularly, etc.)

Further Questions

Question: What do you think about Wikipedia or other websites that contain information about world history.

Answer: I think that if you are used to going there first, then do so. They often give short, concise introductions to topics, persons, places, events, etc.

Follow-up Question: Can I use them in my essays or assignments?

Answer: These are too general to use for your work. I would take that to be basic knowledge about a topic. If the article in Wikipedia cited a scholar on the question, then go read that scholar's argument and cite her directly.

Follow-up to a follow-up: Isn't that plagiarism?

Answer: No, you've gone to the original source. Wikipedia is like a dictionary or encyclopedia in producing very short, general summaries.

Question: Is it better to undersource my paper or give everything a footnote?

Answer: More footnotes/endnotes at first are better than less. If you have say 4 or 5 points from the same page of a book, you could include something like "the following information is from Author, book, p."

Question: Where can I go for more help with my writing:

Answer: The University Writing Center (UWC) TLC 1201 678-839-6513

writing@westga.edu Go to their link: www.westga.edu/writing . Contact them ahead of time (not last minute! And probably not a walk-in!) so that you can come in with your

paper (don't forget!) to discuss some of the issues you are having. By the way, they are not an editing service – they are there to help you get how to write, not to correct for you...

Follow-up answer: You may also consult **Center for Academic Success** which provides services, programs and opportunities to help all undergraduate students succeed academically. For more information contact them at 678-839-6513 or writing@westga.edu

Question: What do you mean by participation?

Answer: That's always a mysterious word in your syllabus. For me, it means that you are mentally engaged with the ideas and texts that we are working with. I would assume that you would read ahead of class and that you would have perhaps highlighted or made notes as you went along. In class, if appropriate, ask a question (of course with the number of classmates you have that might not be practical!) in discussion, get into the discussion with your partners etc.

Question: Do office hours visits help?

Answer: They can't hurt. And it actually might be fun (or informative, etc.).

Course Schedule

A full schedule is given on the next two pages.

Important Dates

Sept 7		Labor day – no class
Nov 23-25		Thanksgiving – No classes
Dec 7	11:00-1:30	Final Exam: Section 6
Dec 9	2:00-4:30	Final Exam: Section 7

Schedule

Sivers, *Patterns of World History*, 2nd ed.

Dawes: *Sima Qian: the First Emperor*

TBU: Documents to be uploaded to Courseden

S: Sources (from Sivers)

BG: Bhagavad Gita

Gilgamesh: *Epic of Gilgamesh*, trans. Andrew George

Week	Dates	Topic	Readings	Take Note
1	Aug 24	Introduction		
	Aug 26	Before History... the Record in the Ground Talking Sources	Sivers, 4-39, S 1.1-4	
2	Aug 31	Egypt, Mesopotamia – Creating Civilizations	Sivers, 32-65; S 2.3, 2.5	
	Sep 1	Mesopotamia – Talking about States and Empires	Sivers, S 2.1, 2.2	
3	Sep 7	Labor Day – no class	Read...	Read...
	Sep 9	Epic of Gilgamesh I – The Full Monty Talking about INClass #1	Gilgamesh, 1-100	
4	Sep 14	Epic of Gilgamesh II – An Earlier Version	Gilgamesh, 141-208	INclass #1
	Sep 16	India1 – Harappan & Vedic Civilizations	Sivers, 66-91; S3.1	
5	Sep 21	India2 – Buddhism & other forms of Protest	Sivers, 227-233 S3.3, 8.1-8.4 TBU	
	Sep 23	India3 - Hindu India – What is Caste? <i>Bhagavad Gita I</i>	Sivers 226-241 BG, Books 1-6	
6	Sep 28	<i>Bhagavad Gita II</i>	BG, Books 7-18	
	Sep 30	India4 - India up to the Guptas Talking about Essay #1	Sivers 215-225, 242, S 8.5	INclass #2
7	Oct 5	The Mediterranean I – Greece, Persia and beginnings of Orientalism	Sivers, 180-188; 214 S2.4; 7.1-7.3	INclass#3
	Oct 7	The Mediterranean II – Rome and <i>Mare Nostrum</i>	Sivers 206-215, S7.4 TBU	
8	Oct 12	The Mediterranean III - Rome, Judaism and Early Christianity	Sivers, 200-205 TBU	Essay #1 due
	Oct 14	China I – Early China	Sivers, 92-119, S4.1-4.5	

9	Oct 19	China II – Philosophical China	Sivers, 244-249; S9.1, 9.2	INclass #4
	Oct 21	Chinese Empire (Qin and Han)	Sivers, 249-271; S9.3-9.5	
10	Oct 26	Sima Qian I	Dawes, 3-22	
	Oct 28	Sima Qian II Talking about Essay #2	Dawes, 23-60	INclass#5
11	Nov 2	China in 1100 – A Modern state?	Sivers, 351-360; S12.3. TBU	
	Nov 4	Japan, Korea, Vietnam	Sivers, 372-403; S13.1-5	
12	Nov 9	Africa – An Ignored History	Sivers, 148-162; 179; 404-431; S 6.1-3; 14.1-4	
	Nov 11	The Americas: Meso-America and Peru	Sivers, 163-178; 432-459; S6.4; 15.1-5	
13	Nov 16	Islam – Merchants and Holy Men Talking about the Final Exam	Sivers, 273-309; S10.1-10.5; 12.1-2	Essay#2 due
	Nov 18	Medieval Europe: Growth of a Continent	Sivers, 310-343; S11.1-5	
14	Nov 23	No Class		
	Nov 25	No Class		
15	Nov 30	The Mongols: Creating World Empire	Sivers 357-360; S12.4 TBU	
	Dec 2	Talking 1500: The Hapsburgs, The Ottomans, The Mughals and The Ming	Sivers, 344-350; 360-368; 460-507; S12.5; 16.1-5	
	Dec 7	Final Exam S06 11:00-1:30		
	Dec 9	Final Exam S07 2:00-4:30		