

HISTORY 1111 S01: World History to 1500 (Summer 2016)

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.

COURSE INFORMATION

Section 01 MTWRF 12:30 PM -2:45 PM

OFFICE HOURS: (For Summer)

I will be available from 10:30-11:30 before class. For those not able to talk at that time, we could arrange to speak immediately after class.

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 is 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.

REQUIRED READING

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

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

Ivanhoe, Philip J., trans., *Master Sun's Art of War*. Hackett.

Meineck, Peter and Paul Woodruff, trans., *Oedipus Tyrannus*. Hackett

von Sivers, Peter *et al.*, *Patterns of World History*, 2nd edition (with sources), 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 (3x15%)	45%
Quizzes	10%
Discussion-Participation	20%
Final Exam	25%

**** Note-taker's Delight **** - bonus of up to 5%

Explanations

- In-class Reading Interpretations
 - To be completed during the allotted 1 hour session
 - To be based on at least one of the major texts
 - To consist of an essay response of 5-7 paragraphs
- Quizzes
 - 1-2 quizzes per week
 - Based on assigned readings (both sources and textbook)
 - Given at start or mid-point of class, so please arrive on time.
 - Make-ups are not given, so make sure you come to class.
- Discussion-Participation
 - Based on both individual and group work in-class
 - Grade will be based on both oral and written components
- Final exam
 - Based on lectures and readings
 - Will consist of two parts. The first part will consist of a 5-7 paragraph essay; the second part will consist of a variety of questions, possibly including but not limited to: term identification; time-line arrangement; multiple choice/fill-in-the-blank; limited response answer (1 paragraph long).
- Note-Taker's Delight
 - This bonus grade will be given out to you for simply handing in your hand-written notes at the end of semester. (This means that you need to take notes when I lecture).

Attendance Policy

Attendance is mandatory for this class.

Missing more than two classes will result in a drop in your grade. You must attend at least 70% of the classes to qualify to pass this class.

Participation, which will be earned by both oral and written responses to documents, also relies on regular attendance.

Electronic Device Policy

Our classroom will be a partially-free electronic device environment.

During the lecture portion of the class, electronic devices are not permitted to be used. (This refers to electronic notebooks, i-pads, i-phones and other such devices).

*** Exception will be made during those group/class-discussion periods when electronic copies of a text (from courseden, for example) have been assigned.

Assignment Expectations:

Grade Turnaround

Shorter assignments will normally be returned by the Tuesday of the following week.

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 or the GRA.
- Treat everybody with courtesy
- Do not sleep in class. (Coffee, coffee, chocolate chip cookies, repeat)
- 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)

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: 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: Participation refers to how you approach the work for the class.

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.

Schedule

Sivers, *Patterns of World History*, 2nd ed. S: Sources (from Sivers) **BG**: Bhagavad Gita. **OD**: Oedipus Tyrannus
AW: Master's Sun's *Art of War* **Gilgamesh**: *Epic of Gilgamesh*, trans. A. George **CD**: Documents on Courseden

Week	Dates	Topic	Readings
1	J 6	Introduction and Egypt	Sivers, 37-48, 51-2; 58-62; 64-5. S2.3 ; 2.5
	J7	Mesopotamia I & II	Sivers 32-65; S2.1-2.
	J8	<i>Epic of Gilgamesh</i> I	Gilgamesh , 1-100
	J9	<i>Epic of Gilgamesh</i> ; Judaism	Gilgamesh 141-208; Sivers 55-6; 200-4; CD : Judaism
	J10	In-Class #1 ; Greece I	CD : Greece
2	J13	Greece II & <i>Oedipus Tyrannus</i>	Sivers 180-88; 206-212. S7.2
	J14	<i>Oedipus Tyrannus</i> & Rome I	CD : Rome
	J15	Rome II & Christianity	Sivers, 189-199; 203-206; 210-213. S7.4 ; CD : Christianity
	J16	Islam & Medieval Europe	Sivers, 274-306; 311-325; S10.2 ; 10.5; 11.1-3.
	J17	In-class #2 ; Ancient India	Sivers, 66-80
3	J20	Buddhism	Sivers, 216-222; 226-231. S3.1 ; 8.1-4. CD : Buddhism
	J21	Hinduism & <i>Bhagavad Gita</i>	Sivers 76-89; 222-226, S3.3-4. BG : 71-145.
	J22	<i>Bhagavad Gita</i>	BG : 147-265 (Ch. 7-18)
	J23	In-class #3 ; Ancient China	Sivers 92-105, S4.2.
	J24	Early China & Qin-Han China	Sivers 106-119; 244-55; 258-70. S4.3-4 ; 9.1-9.5
4	J27	<i>Art of War</i>	AW : 3-94.
	J28	Medieval China & Japan	Sivers , 255-58; 266-68; 351-56; 370; 381-394; 402. S12.3 ; 13.1; 13.3.
	J29	Moving to a World Order: Islamic Empires, Mongol Conquests and European Exploration	Sivers 288-307; 326-340; 356-360; 462-468. S11.4-5 ; 12.4;
	Jun 30	Final Exam: 12:30-2:30	