

HISTORY 1111: World History to 1500

COURSE 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.
(Coursesedn will not work quite as fast)

COURSE INFORMATION

Section 03 MW 11:00 AM -12:15 PM TLC 1301

Section 06 MW 3:30-4:45 Pafford 206

OFFICE HOURS

MW 9:30-10:30; 2:00-3:00. (You can also schedule an appointment outside of these hours).

COURSE DESCRIPTION

Welcome to World History to 1500, a course dedication to the exploration of cultures, civilizations and religions that arose before 1500 and that have played an important part in our global history. Our course will cover political, religious, literary, artistic, economic and other aspects of civilizations from around the globe, with an emphasis on East Asia, the Mediterranean region and Southwest Asia, with additional forays into Europe, Africa and Central Asia. Books and documents are very important in this course as we take a "great books" approach to the course. (Great books refer to important representative texts of various civilizations). I believe that by reading the writings and hearing the voices of representatives of the civilizations studied, we gain excellent introductions to those civilizations, with insights into the beliefs and thoughts of the authors and their audience. We also gain an important view of different approaches on how the world works and how life may be lived. This semester I have chosen books that emphasize human struggle, with a particular focus on rulership and warfare. As we progress through the various readings, please consider their varied approaches to similar topics, such as leadership, politics, religion and warfare.

Questions and 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? 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 Texts

1. *The Epic of Gilgamesh, A New Translation*, trans. by Andrew George. (Penguin 1999) ISBN 978-0140449198

2. *Herodotus and Sima Qian: The First Great Historians of Greece and China. A Brief History with Documents* (Bedford Cultural Editions Series, 2009), ISBN 978-0312416492
3. *Oedipus Tyrannus*, trans. by P Meineck and P Woodruff. (Hackett 2000), ISBN 978-0872204928
4. *The Ramayana: A Shortened Modern Prose Version of the Indian Epic*, trans. by R.K. Narayan. (Penguin Classics 2006), ISBN 978-0143039679
5. *Records of the Three Kingdoms in Plain Language* (Hackett 2016). ISBN 978-1624665233
6. *The Saga of the Volsungs* (Penguin Classics 2013), ISBN 978-0141393681
7. *Sundiata: An Epic of Old Mali*, revised edition (Longman African Writers, 2006), ISBN 978-1405849425

Other readings will be made available online on CourseDen.

COURSE LEARNING OUTCOMES

- You will demonstrate the ability to understand the political, social, economic, or cultural dimensions of world history
- You 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

On-line Quizzes	(8x2.5%)	20%
In-class Writing	(5x 5%)	25%
Mid-term		20%
Participation		5%
Final Exam		30%

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

Explanations

- In-class Reading Responses
 - Short (2-5 paragraphs) writing responses to be done in-class
 - Writing period will be 20-40 minutes in length
 - Based on assigned books
 - We will count the top five grades
 - THUS, no make-ups given.

- On-line Quizzes
 - Weekly on-line quizzes based on assigned readings
 - Students will complete quiz online
 - 8 best scores count.

- Mid-term
 - Based on lectures and readings
 - Format will include some combination of essay, document analysis and definitions.
 - To prepare ahead: take notes in class; pay attention to names and terms; read your assigned readings before class – and take notes, underline or highlight them. And then about the readings in relation to each other

- Final exam
 - Based on lectures and readings
 - Format will include some combination of essay, document analysis and definitions
 - Follow same procedure as above

- Note-Taker’s Delight
 - This bonus assignment is worth 5% (half a grade).
 - It will be given to students who submit their notes from class.
 - To be done in two parts. The first part will be given on the day of the mid-term. The second part on the day of the final exam.

Attendance Policy

Although I am not a fan of attendance policy (because I love books and education and assume that most everybody loves to learn new stuff or to shine at old stuff! And I recognize that we all must make certain choices concerning priorities), I am including some minimum requirements so as to ensure that you are not unfamiliar with what we are doing in the class. To qualify to pass the class you must attend more than 70% of the classes.

Electronic Device Policy

Our classroom will be a mostly-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). Notes are to be taken in long-hand!
 *** Exception will be made for assigned electronic copies of a text (from courseden).

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 range grades (80-89) = Good Work

B-level work is good work that is a notch down from exceptional work. Unforced errors in substance and style are likely present, but the overall argument is strong, the evidence supports your points, and the writing is of acceptable quality. Minor factual errors may be present, but the overall response shows good understanding of the question and the course material.

C range grades (70-79) = Competent/Average Work

Average work communicates a competent answer to the question prompt, and thus is generally correct. Most often, however, C-level work is guilty of the sin of vagueness – meaning, a C-level response may state a good argument, but may not prove it fully with examples from the evidence. The response may contain a number of factual errors, and may involve problems in the use of evidence, argument, and organization. While there is no magical formula for how much you have to write to get a good grade on an in-class writing response, C-level work is often awarded to responses that are simply too short to fully address all aspects of the question and prove your argument.

D (60-69) = Poor Work

A notch down from C-level work, a D generally indicates that your work does not adequately address the question prompt and/or also includes many factual errors. In addition, the quality of the writing is poor, and the response shows a lack of integration of ideas that have been used in class.

F (< 60) = Failure to achieve above criteria

If you are getting Fs in your work, then please talk with the instructors! We would love to help you figure out where you are falling short, and how you might be able to do better.

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**

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:

Academic Dishonesty:

Academic dishonesty on ANY assignment in this course will result in an F for the course, and the referral of the student to the appropriate university committee. There will be no exceptions to this policy! Academic dishonesty can take many shapes, such as cut-and-pasting anything from the Internet. Please avoid inadvertent plagiarism by ALWAYS citing any sources that you use when writing papers or essays. For further information, see <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 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: NO. Don't use Wikipedia in your answers.

Longer Answer: I require you to formulate *as best as you can in your own words* answers and responses to the various assignments. While I recognize the value of turning to Wikipedia as a general reference guide (good for getting exact dates for historical persons), it can prove problematic. As past students can attest, my colleagues and I have rewarded students who have used wording from Wikipedia with a 0 (zero) grade in the assignment – for reasons of plagiarism.

If you are doing a research paper, reading Wikipedia articles on your topic is smart – a good place to identify general ideas, as well as highlighting scholars working on the topic. However, we will not be writing any papers of substance in this class.

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

Schedule Hist 1111 S06

CD: Courseden readings

Dates	Topic	Readings	Take Note
Jan 9	Introduction		
Jan 11	Mesopotamia Talking Sources	Sargon of Akkade, c. 2300 bce http://sourcebooks.fordham.edu/Halsall/ancient/2300sargon1.asp The Law code of Hammurabi http://avalon.law.yale.edu/ancient/hamframe.asp	
Jan 16	MLK Day		
Jan 18	Mesopotamia	Discussion: <i>Gilgamesh</i> , 1-100	Q1
Jan 23	Mesopotamia	<i>Gilgamesh</i> , 195-208	Inclass #1
Jan 25	Egypt and Israel	Egyptians myths [CD] “The Victory of Ramses II over the Khita” http://sourcebooks.fordham.edu/Halsall/ancient/1326khita.asp <i>Genesis</i> ch. 1-8, 37, and 39-50, <i>Exodus</i> ch. 1-24 [CD]	
Jan 30	Greece – From Crete to Athens	Homer – <i>Iliad</i> , Book 1 http://www.poetryintranslation.com/PITBR/Greek/Iliad1.htm	Q2
Feb 1	Greek Tragedy	Discussion: <i>Oedipus Tyrannus</i>	Inclass #2
Feb 6	The Greeks and the Persians	Discussion: <i>Herodotus and Sima Qian</i> , 31-84.	Q3
Feb 8	Rome	The Twelve Tables http://avalon.law.yale.edu/ancient/twelve_tables.asp Suetonius’ “Life of Caesar” http://sourcebooks.fordham.edu/halsall/ancient/suetonius-julius.asp Law of Caesar on Municipalities, 44 BC http://avalon.law.yale.edu/ancient/law_of_caesar.asp	
Feb 13	Christianity and Medieval Europe	<i>Passion of the Saints Perpetua and Felicity</i> https://legacy.fordham.edu/halsall/source/perpetua.asp <i>Life of Saint Severinus</i> [CD]	Q4
Feb 15	Medieval Europe and Icelandic Sagas	Discussion: <i>Saga of the Volsungs</i> , 33-109.	Inclass #3
Feb 20	Islam	Qu’ran; Hadiths [CD]	Q5
Feb 22	Africa –Kingdom of Mali	Discussion: <i>Sundiata</i>	
Feb 27	Mid-term	Mid-term	

Mar 1	India – From Vedas to Buddha	Excerpts from Vedas and Upanishads; Life of Buddha [CD]	Q6
Mar 6	India & Hinduism	<i>Ramayana</i>	Q7
Mar 8	Discussion	<i>Ramayana</i>	Q8
Mar 13	Ramayana Revisited	<i>Sita sing the Blues</i> [film]	
Mar 15	Discussion	<i>Sita sing the Blues</i>	Inclass #4
Mar 20-24	No Class	Spring Break	
Mar 27	TBA	[See Courseden for details]	
Mar 29	Early China	Excerpts from early tradition; <i>Art of War</i> [CD]	Q9
Apr 3		BAD WEATHER – CANCELLED	
Apr 5		BAD WEATHER – CANCELLED	
Apr 10	China – Creation of Empire: Qin & Han	<i>Herodotus and Sima Qian</i> , 85-129	Q10
Apr 12		<i>Hero</i> [film]	
Apr 17		<i>Hero</i> [film]	Inclass #5
Apr 19	China: Han to Sui		
Apr 26		<i>Record of the Three Kingdoms in Plain Language</i> , 1-109	Q11
Apr 28		<i>Record of the Three Kingdoms in Plain Language</i> , 111-169	Q12
May 1	Review	Wrapping Up – Prepping for the finals	Inclass #6
May 3 2-4:30	Final Exam	Hist 1111 S06 [3:30-4:45 class]	
May 8 11-1:30	Final Exam	Hist 1111 S03 [11-12:15 class]	