

HIST 1111: World History to 1500

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Course Description:

This section of HIST 1111 surveys world history from the time of the Agricultural Revolution of around 10,000BC to the eve of European exploration in 1500. Naturally, we cannot discuss every issue and, so, we will focus our explorations, in terms of geographic and subject areas. We will pay particular attention to the large land mass containing Europe and Asia, or Eurasia for short, and, within that area, Europe, the Middle East, India, and China. In terms of subject, rather than a standard survey of events, we will instead focus on a series of crucial moments in order to gain better understanding of people from the past and how they saw their world. Therefore, I have assigned a fair bit of reading through which we will encounter those past people and their views. You will be writing on and discussing those readings regularly.

Learning Objectives:

The general World Civilizations program learning objectives is:

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

Particular to this class are the following learning objectives:

- Students will demonstrate introductory knowledge of pivotal trends and issues in global history prior to 1500.
- Students will demonstrate improved abilities in processing and analyzing information from historical sources.
- Students will demonstrate improved skills at crafting written arguments based on information from historical sources.
- To explain in further detail: major objectives of this particular class are to introduce students to crucial skills of written and oral analysis, interpretation, and argumentation. In contrast to a mere opinion, an interpretation makes an original argument that is firmly based on source evidence. Again and again in the coming weeks, you will be required to read historical sources critically, to analyze them, and to craft well-written original arguments that move beyond just summarizing the text.

These outcomes also help reinforce the following History Department Program Learning Outcomes:

Students who earn the Bachelor of Arts in History will be able to:

- Demonstrate content knowledge of history.
- Analyze primary and secondary sources for their historical content and interpretations.
- Demonstrate writing skills that reflect persuasive historical arguments based on evidence and proper citation.

The History Department believes that these learning outcomes will contribute to a student's ability to think historically, which includes:

- understanding the people of the past.
- understanding the perspective of historical actors and to view those historical actors from a critical, scholarly perspective.
- recognizing that people, events, ideas, and cultures have influenced later people, events, ideas, and cultures.
- recognizing that history involves both change and continuity over time; and,
- explaining connections between particular people, events, ideas, or texts and their historical contexts.

Required Books (and pages to read):

Anonymous, *The Epic of Gilgamesh*, N.K. Sandars, trans. (New York: Penguin Classics, 1972). ISBN: 978-0140441000.
Read pp. 61-119 (entire epic).

R.K. Narayan, *The Ramayana: A Shortened Modern Prose Version of the Indian Epic* (New York: Penguin Classics, 2006). ISBN: 978-0143039679.
Read pp. 3-153 (entire epic).

Wu Ch'êng-ên, *Monkey: Folk Novel of China*, Arthur Waley, trans. (New York: Grove Press, 1970). ISBN: 978-0802130860.

Read the following pages:

- 11-95 (Chapters I-IX).
- 110-137 (Chapters XII-XIV).
- 166-209 (Chapters XIX-XXI).
- 279-305 (Chapters XXVIII-XXX).

Apuleius, *The Golden Ass: A New Translation*, E.J. Kenney, trans. (New York: Penguin Classics, 1998). ISBN: 978-0140435900.

Read the following books:

- Book 1 (pp. 7-21).

- Book 2 (pp. 22-39).
- Book 3 (pp. 40-55).
- Book 9 (pp. 147-171).
- Book 10 (pp. 172-194).
- Book 11 (pp. 195-214).

Nina Caputo and Liz Clarke, *Debating Truth: The Barcelona Disputation of 1263, A Graphic History* (Oxford: Oxford University Press, 2016). ISBN: 978-0190226367.

Read the following pages:

- 1-135 (Parts I and II).

Usama ibn Munqidh, *The Book of Contemplation: Islam and the Crusades*, Paul M. Cobb, ed. and trans. (New York: Penguin Classics, 2008). ISBN: 978-0140455137.

Read the following pages:

- 11-110; 125-154.

Note: The above works are available at the bookstore. Cheap used editions also can be found online. No matter how you acquire them, you must have both books read by the date indicated on the Course Outline below. I urge you to start reading the works right away. The longer you delay, the harder it will get. Also = try to get the editions listed above.

For a number of reasons, I chose not to assign a traditional textbook. If you are more comfortable with a text that offers a deeper context to course materials, I suggest looking for the following (plenty of used editions available cheap online):

John P. McKay, et al., *A History of World Societies*

Peter Stearns, et al., *World Civilizations: The Global Experience*

A much cheaper option is: Herman Kinder and Werner Hilgemann, *Penguin Atlas of World History: Volume 1: From Prehistory to the Eve of the French Revolution* (New York: Penguin Books, 2004); ISBN: 978-0141012636. This book has been in print since the 1970s (hence, cheap online) and provides a basic timeline and maps rather than a narrative like the above textbooks.

Course Grading and Policies:

•Your Grade:

Your semester grade will be factored as follows:

In-Class Interpretation Exercises (6)	30%
First Examination	25%
Second Examination	25%
Participation	20%

• University Policies

Information regarding university-wide policies can be found at:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

In addition, for information from the University System of Georgia Board of Regents regarding your second amendment rights and responsibilities on campus, please see <http://www.usg.edu/hb280>.

• *Factoring Grades:*

I will not factor your grade until the end of term when all assignments are completed. If you are interested in your current standing in the class, please keep assignments and use the percentages above.

• *Assignments:*

Assignments are written in nature, with the exception of participation, and are designed to test your abilities at moving beyond summarizing lectures and readings to analyzing class materials and offering original interpretations using information from lectures and readings.

More information will also be provided during the semester concerning the in-class interpretation exercises and the two examinations. Both examinations will be written in nature, and both are non-cumulative.

All assignments will be either due or held at the beginning of class on the date indicated in the Course Outline below—DO NOT BE LATE AS THERE ARE NO MAKEUPS FOR SCHEDULED EXERCISES OR EXAMS. *Only a serious and unavoidable cause, such as a documented medical condition or family emergency, will be accepted as an excuse for failing to completing an assignment on time. Documentation must be provided for all causes.*

• *Grading Criteria*

Assignment and final grades reflect your mastery of assigned materials, specifically lectures and readings.

In general, “A” grades reflect totally excellent work—work that is well written, well organized, and well argued; work that avoids summarizing and instead integrates lecture and reading material into a deep analysis. “A” work contains no factual errors, excellent writing with no mistakes in spelling, grammar, or organization, and displays complete mastery of the main issues of our class.

“B” grades indicate good work—work that mixes analysis with summary. “B” work contains few factual errors, good writing with few mistakes in spelling, grammar, or organization, and displays a good command of the main issues of our class.

“C” grades indicate average work that offers only summary and lacks analysis and organization. “C” work contains some factual errors, average writing with some mistakes in spelling, grammar, or organization, and displays an average command of the main issues of our class. Something to think about: a “C” reflects summarizing of the material (the questions of who, what, and when)—“B” and “A” indicate you have gone beyond mere summary to address the crucial questions of why and how.

“D” grades reflect poor work that fails to demonstrate a mastery of assigned material. “D” work contains many factual errors, poor writing with many mistakes in spelling, grammar, or organization, and displays a less-than-average mastery of the main issues of our class.

“F” grades reflect work that fails to achieve any of the above criteria and display no mastery of assigned materials whatsoever.

Numerical Equivalents of Letter Grades:

	B+ = 88	C+ = 78	D+ = 68	F = 50
A = 95	B = 85	C = 75	D = 65	
A- = 92	B- = 82	C- = 72	D- = 62	
A-/B+ = 90	B-/C+ = 80	C-/D+ = 70		

Note: Failure to complete/turn in an assignment will result in a grade of zero, not F.

•Plagiarism

All assignments in this course are designed to test your ability to use and analyze class materials, including readings and lectures. Outside materials, including the internet, are not necessary to answer any of the assigned questions. To be more precise, only your discussion of required class material will count towards your grade—information from outside WILL NOT BE FACTORED IN YOUR GRADE.

However, ANY ACT of plagiarism (the use of someone else’s words or ideas without citation) from ANY SOURCE (class materials and/or outside, including from the internet) will be dealt with severely, so remember to always cite all words and ideas that are not your own. Please recall that when you entered UWG, you consented to uphold our Honor Code, in which all students “pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrications, aid of academic dishonesty, lying, bribery or threats, and stealing.” Moreover, you agreed to the following: “[a]s a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member.” You can review the Honor Code at: <http://www.westga.edu/undergrad/1762.htm>.

For any instance of plagiarism discovered, I will report the incident to relevant university authorities and impose the same penalty: an absolute 0 points for the assignment. An absolute zero for the assignment will have an adverse impact on the final grade; at the worst, it may result in failure for the course. Based on the severity of the incident, additional measures may be taken. Plagiarism is simple to avoid: if in doubt, cite! If you have any questions regarding plagiarism and the policies stated above, please come see me.

•Participation

Your active participation is absolutely critical for the success of our class. Discussions are an important component of this course and I expect you to be ready to ask and answer questions.

Just showing up for class and saying nothing is not enough—that will earn a C-level grade.

Beyond speaking during discussions, participation means being actively engaged in the process of learning at all times. This includes being alert and taking notes during lectures and taking advantage of office hours.

I expect you to be respectful of yourself, your colleagues, and me at all times. Failure to conduct yourself professionally (as in not paying attention during discussions, leaving, coming late, texting, and the like) will have a negative impact on your participation grade.

Twenty percent of your final grade rests on your participation—that is the difference between a 95 and a 75.

In order to encourage active intellectual engagement with the class, an attendance/participation policy will also be in effect for the semester. Attendance will be taken at the beginning of every lecture. Absences, arriving late or leaving early, and failures to remain alert during class (sleeping, texting, and similar behaviors) will earn you 0 participation points for the day. The first four “0s” will not count against you; however, for each “0” beyond that limit will result in one point off from your final grade. In other words, stay engaged.

• *University System of Georgia’s Focus on Student Engagement*
USG and UWG have become concerned about what they call “non-engagement,” meaning displaying the behaviors discussed above. This is because students who do not maintain mental focus on class material tend to do poorly in specific classes and have difficulties completing college in general. Early in the semester, those who remain “non-engaged” with the learning process are to be identified by faculty to appropriate university offices so that the University can intervene with appropriate support and assistance to ensure student success.

• *Etiquette and Obligations*

As mentioned above, inside the classroom, I expect you to behave with civility and courtesy towards your colleagues and towards me. By choosing to enter UWG, you have decided to engage in a professional endeavor, and must comport yourself accordingly. Not only does this mean always being respectful of your colleagues even when you disagree with their viewpoints, but also means continually contributing to a productive learning environment for all.

These contributions include making sure your cell phone and other electronic devices (I-Pods, etc.) are turned off and not used or consulted during class. This ban includes

laptops. Recording of lectures is similarly not permitted. If you have a medical reason to use either a laptop or recorder, please come see during the first week of class with official paperwork from UWG.

It should go without saying that when you come to class, you are to remain awake, alert, and mentally engaged for the entire 75 minutes. If you chose to come to class, you must stay awake and remain. Do not sleep or leave early. Again, review the USG and UWG views on student engagement discussed above. It is part of my job to identify those “non-engaged” to the University.

Unprofessional behavior and any disruption of the learning environment cannot and will not be tolerated. Continual behavioral issues constitute grounds for being dropped from the course.

Enrolling in this course means that you and I have a contractual obligation to one another: I am obligated to teach to the best of my ability; you are obligated to know the material provided in lectures, to complete the readings and writing assignments in a timely manner, and to participate actively in the process of learning.

•*Communications*

All electronic communication must use your UWG e-mail account. Please keep in mind that I will check my e-mail only during normal business hours Monday through Friday. In other words, do not expect instantaneous responses. In addition, in order to respect your privacy, I will not discuss grades over e-mail.

•*Resources*

There are a variety of resources to help you get through this class. They include UWG's Writing Center at TLC 1201 (<http://www.westga.edu/~writing>).

Your most important resource as regards this course in particular is me. I urge you to take advantage of my office hours to discuss assignments or any other issues concerning the class. I am always open to discussing matters *before assignments are due*.

•*Accessibility Services*

One of the most important resources across the entire university is the Office of Accessibility Services (http://www.westga.edu/counseling/index_8884.php), which works to help ensure equal opportunities for all students. For those who have need of the Office's services, please make sure your information packet is e-mailed to me from your official university address during the first week of the semester. If you plan on taking the two exams at the testing office (<http://www.westga.edu/lst/index.php>), you must make arrangements at least a week in advance. I will direct the center to administer the exam on the day marked in the Course Outline below.

•*Final Note*

I reserve the right to modify this syllabus during the semester if circumstances warrant. You will be informed at all times of any changes. If changes are substantial, I will issue a revised syllabus.

Course Outline:

Week:	Monday:	Wednesday:
1		08/09: Class Introduction
2	08/14: Mesopotamia 1	08/16: Mesopotamia 2
3	08/21: Mesopotamia 3	08/23: Skills
4	08/28: <u>Discuss:</u> <i>The Epic of Gilgamesh</i>	08/30: India 1
5	09/04: Labor Day – NO CLASS	09/06: India 2
6	09/11: India 3	09/13: <u>Discuss:</u> <i>The Ramayana</i>
7	09/18: China 1	09/20: China 2
8	09/25: China 3	09/27: <u>Discuss:</u> <i>Monkey</i>
9	10/02: <u>Exam 1</u>	10/04: Rome 1

10	10/09: Rome 2	10/11: Rome 3
11	10/16: <u>Discuss:</u> <i>The Golden Ass</i>	10/18: Jews, Romans, Christians
12	10/23: Christianity 1	10/25: Christianity 2
13	04/03: Christianity 3	04/05: <u>Discuss:</u> <i>Debating Truth</i>
14	04/10: Islam 1	04/12: Islam 2
15	04/17: Islam 3	04/19: Muslims, Christians, and the Crusades
16	11/20: Thanksgiving – NO CLASS	11/22: Thanksgiving – NO CLASS
17	11/27: <u>Discuss:</u> <i>The Book of Contemplation</i>	11/29 The Mongol Empire and Afterwards
EXAM WEEK		Wednesday, 12/06: <u>Exam 2</u> 8-10AM, Pafford 204