

## Hist 1111 S06 Syllabus

Time: M/W 2:00-3:15

Location: Pafford 208

**COURSE INSTRUCTOR:** Ihor Pidhainy

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### **OFFICE HOURS**

MW 9:30-10:30; On VC days: 9:30-12:00; 2:00-4:00 (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. Our course will mix traditional lectures, seminar-style discussion sessions and virtual classes. Emphasis is placed on readings and responses (both written and oral). There is a free online textbook provided for the class. There are also five assigned texts you will need to acquire. (These can be purchased at the bookstore. Please note: *The bookstore will send back books within a few months, so you will need to acquire even those books used at the end of semester*). There are also some additional readings provided on Courseden. For this semester, we will be looking at several themes that are central to human experience: self-knowledge, leadership, one's relationship to the universe, the law and society, and the importance of travel in learning.

### **VIRTUAL (VC) AND IN-CLASS COMPONENTS**

This course will combine a regular classroom with a virtual classroom. We will meet on Mondays in the classroom. Wednesdays will be split between classroom and virtual meetings.

**Please check the schedule regularly** for which classes are virtual classes.

On days when the class meets virtually, I will have extended office hours, available for drop-ins and discussions concerning any aspect of the course.

### **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, government structure and administration, economics, the law 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.

### **Let's get to the important questions:**

Question: How will my grade be determined?

Answer: Your grade will be based on written work (mid-term, final exam, essays and online discussions) and discussion of the books that we are reading.

Question: How much of this history course is about names and dates?

Answer: You will be able to look up names and dates for your written work. For the discussions, essay and final exam emphasis is on your presenting your views/opinions backed up by your use of evidence.

Question: Should I read the books and documents? Will it really make a difference in my grade?

Answer: Yes. It will make a great difference. It will be particularly important for you to demonstrate your ability to read and make use of what you read by citing and/or alluding to it in your discussion, essay, exam...

Question: Will it make a difference if I don't do my assignments? Can I make any of them up?

Answer: Yes, it will make a GREAT difference. Showing up is often half the battle. No, you cannot make up discussions.

Question: Is attendance important? What if I just do my own thing outside of class?

Answer: Attendance is very important. 20% of your grade is directly related to coming to class and participating in class discussion.

Question: What if I don't like to talk in class or 'participate'?

Answer: Talking in class and participating are key parts of this course, and not doing so will negatively impact your grade.

### **Some abstract Questions:**

Question: What is the purpose of this course?

Answer: To provide you with some themes and content on important and influential things that happened in history before 1500. To help you develop and/or improve your analytical and writing skills. To allow you to demonstrate your abilities through written and oral language in conveying your understanding and interpretation of the texts.

Question: Does this course or any history course do anything beside meet a requirement for my graduation?

Answer: First of all – let's not dismiss requirements. They are essential to getting things done.

Without these, we wouldn't qualify for most things in life.

Second – history in general and courses such as this one will help you develop the skills that are very important in life and in any future employment: The ability to perform critical analysis and to clearly express that in written format.

Question: Do I have to fall in love with history? Or with any of the civilizations that we study?

Answer: No, that is not required. (But it sure as hell is not a bad thing! You might extend or acquire a lifetime interest...)

### **REQUIRED Texts (not on courseden)**

1. *The Epic of Gilgamesh, A New Translation*, trans. by Andrew George. (Penguin 1999) ISBN 978-0140449198
2. *Oedipus Tyrannus*, trans. by P Meineck and P Woodruff. (Hackett 2000), ISBN 978-0872204928
3. *The Ramayana: A Shortened Modern Prose Version of the Indian Epic*, trans. by R.K. Narayan. (Penguin Classics 2006), ISBN 978-0143039679
4. *Records of the Three Kingdoms in Plain Language* (Hackett 2016). ISBN 978-1624665233
5. *Sundiata: An Epic of Old Mali*, revised edition (Longman African Writers, 2006), ISBN 978-1405849425

**Other readings will be made available online on/through CourseDen.**

### **Evaluation**

In-class Participation	20%
Online Discussions (5x4%)	20%
Write-ups (online papers) (6,7,7)	20%
Mid-term	15%
Final	25%

The most important element of the course is your exploration of the ideas that are offered in this course. Most of your grade is linked to an exploration of primary sources, some longer, others shorter.

**In-class participation** will be based on your participation in discussions in class. Sometimes the nature of the discussion will involve a written component; sometimes it will be oral. Here you have a chance to discuss and explore primary sources that we are using in class. Missing classes will impact your grade.

**Online discussions** are your written comments and responses to primary sources online. You might think of this as virtual participation – with the courseden screen as your point of contact with the class. For each discussion there is a prompt on courseden that provides a start to the discussion. This is very much the place to discuss course materials and anything about the materials that is not clear. To get full marks for this, you must submit not only your own comments but also respond substantively to two of your classmates posts. This means that you should go beyond compliment (such as: Yes; exactly; I agree; etc.) to a meaningful exchange.

Your CourseDen Discussions will be graded in accordance with the following rubric, and awarded a total score out of 16:

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point
Response to question/prompt: does the initial post answer the question/prompt fully?	Excellent	Very good	Needs improvement	Unclear or absent
Use of sources and quality of examples from the class material (only material from course readings will get you credit!)	Excellent	Very good	Needs improvement	Unclear or absent
Analysis of examples, and relating them to the prompt -- YOUR thoughts about the topic	Excellent	Very good	Needs improvement	Unclear or absent
Responses to classmates' posts: quality and quantity	Excellent	Very good	Needs improvement	Unclear or absent
<b>Overall Score</b>	<b>Level 4 15 or more</b>	<b>Level 3 11 or more</b>	<b>Level 2 7 or more</b>	<b>Level 1 0 or more</b>

**Writings (online papers):** These are short academic essays that you will write and submit online. For each one (there are three in total) you will be given a prompt. In grading your essay, I expect that you will include regular features of an essay: the introduction with a thesis; the body of the paper where you make your argument and support it with citations and direct quotations from the assigned book; your conclusion. You must work on this on your own and not use anything from the internet (like the Wikipedia article on it).

The paper in this course will be graded in accordance with the following rubric, and awarded a total score out of 100:

	0-12	13-15	16-18	19-20
<b>Quality of thesis statement</b>	Unclear or absent	Weak	Very good	Excellent
<b>Organization and clarity of argument</b>	Unclear or absent	Weak	Very good	Excellent
<b>Use of sources/(no outside research allowed, other than the class materials!)</b>	Unclear or absent	Weak	Very good	Excellent
<b>Analysis of examples</b>	Unclear or absent	Weak	Very good	Excellent
<b>Ability to write in standard English</b>	Unclear or absent	Weak	Very good	Excellent

The **mid-term** will consist of a number of written questions. There will be one long essay and several shorter (paragraph-length) questions. For both the longer and shorter answers, a modified version of the essay rubric will be used. The mid-term will be done online and not in the class.

The **final exam** will be similar in format to the mid-term. It will involve several written responses (essay, long answer, shorter answer), but it will allow the same approach as the mid-term. The answers will be graded in according with the above rubric

We will follow the standard grading scale at UWG. Grades are final and no replacements or bonus assignments will be given in this class.

### **Grading Scale**

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

## **COURSE POLICIES AND INFORMATION**

### **ACADEMIC SUPPORT**

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact [Accessibility Services](#).

Center for Academic Success: The [Center for Academic Success](#) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu)

University Writing Center: The [University Writing Center](#) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu)

## **ONLINE COURSES**

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online](#) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide](#).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares](#) site. [Online counseling](#) is also available for online students.

## **HONOR CODE**

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia 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, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook](#).

## **UWG EMAIL POLICY**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

## **Student Conduct and Netiquette**

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 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. So, please be courteous and professional to me and all of your classmates in your emails and discussion postings.

## **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>.

**Penalties for plagiarism:** This is at the discretion of the instructor, depending on how egregious the plagiarism is. Previous penalties have included zero for a portion of an exam; zero for an assignment; zero for the course.

## **HB 280 (CAMPUS CARRY)**

UWG follows University System of Georgia (USG) guidance:

[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)

You may also visit our website for help with USG Guidance:

<https://www.westga.edu/police/campus-carry.php>

## Schedule in Brief (see Full Schedule for assignments and readings)

### Section One: Mesopotamia, Egypt, Judaism

- Wed Aug 9 INTRODUCTION: What we're doing, why we're here
- Aug 14 Mesopotamia: Kings, Conquests and Laws (lecture)
- Aug 16 *The Epic of Gilgamesh* (lecture/Discussion)
- Aug 21 *The Epic of Gilgamesh*
- Aug 23 VC Online Discussion #1: *The Epic of Gilgamesh*
- Aug 28 Egypt & Judaism (lecture)
- Aug 30 VC on-line Essay #1

### Section Two: Rome, Greece and Christianity

- Sept 4 LABOUR DAY
- Sept 6 Sophocles: *Oedipus Tyrannus*
- Sept 11 Rome (lecture)
- Sept 13 Rome: Augustus (lecture/discussion)
- Sept 18 Christianity (lecture/discussion) Acts of the Apostle
- Sept 20 VC - Online Discussion #2: Saints Perpetua and Felicity
- Sept 25 Medieval Europe (lecture)
- Sept 27 VC - Midterm

### Section Three: Islam and Africa

- Oct 2 Islam (lecture)
- Oct 4 *Sundiata: An Epic of Old Mali*
- Oct 9 *Sundiata: An Epic of Old Mali*
- Oct 11 VC – Online Essay #2

### Section Four: South Asia

- Oct 16 India (lecture)
- Oct 18 VC On-line Discussion #3 – “Life of the Buddha”
- Oct 23 *The Ramayana* (lecture/discussion)
- Oct 25 *The Ramayana* (lecture/discussion)
- Oct 30 *Sita Sings the Blues* (film/discussion)
- Nov 1 VC – Online Paper #3

### Section Five: East and Central Asia

- Nov 6 China – Confucius and Warring States (lecture)
- Nov 8 Liu Bang and Xiang Yu (lecture/discussion)
- Nov 13 *Records of the Three Kingdoms in Plain Language*
- Nov 15 VC Online Discussion #4 *Record of the Three Kingdoms*
- Nov 20-22 Thanksgiving**
- Nov 27 Central Asia/The Silk Road (lecture/discussion)
- Nov 29 VC Online Discussion #5 Silk Road Document
- Dec 1<sup>st</sup> Review
- Dec 4<sup>th</sup> Final Exam