

Hist 1111 H25: World History Honors, Spring 2019

Instructor Information

Instructor: Ihor Pidhainy

Westga email ipidhain@westga.edu

Class Meeting – inclass and virtual

Time & Location – MW 2:00-3:15; TLR 3205

Office: Technology Learning Center (TLC) #3245

Office hours: MW 9:30-11:30, 3:30-4:30

OR by appointment.

Support for courses

[CourseDen D2L Home Page](#)

[Center for Academic Success](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)

678-839-6280

Call: 678-839-6248 or 1-855-933-8946 or

[Distance Learning Library Services](#)

email: online@westga.edu

[Ingram Library Services](#)

[24/7/365 D2L Help Center](#)

[Accessibility Services](#)

Call 1-855-772-0423

678-839-6428

[University Bookstore](#)

counseling@westga.edu

[Student Services](#)

Course Description

Welcome to World History to 1500, honors section. This course is dedicated 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 assigned texts you will need to acquire. (There 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 a few 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.
- You will improve your skills in discussion and presentation through our discussions.

Let's get to the important questions:

Question: How will my grade be determined?

Answer: Your grade will be based on a combination of quizzes, online discussions, essays and tests.

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: Do I need to keep on top of the course? Can't I just swing along and collect my C by throwing together stuff at the last moment?

Answer: It is a good idea to keep up with the assignments and readings as they come along. The course is built up in repeating patterns – which means that your classmates and you are getting better in answering the types of questions and in the formats required as the semester progresses. If you start missing chunks, your development will fall behind... (Just like practice in sports, if you skip a month, you'll be out of playing condition...)

Question: What if I do get behind or feel lost because we are online?

Answer: Email me. I'll get back to you pretty soon. I also have office hours in which you can contact me. (I have an office number listed as well that I pick up when I'm in the office).

Question: Do you encourage group work or Team-studying?

Answer: I don't have group work involved, but we do online discussion every unit and you will get to know your classmates soon enough as you interact with them.

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...)

Question: I like history and I would like to follow up on this. Do you have any suggestions?

Answer: We have a great major in History – although most of our courses are in class there are some online as well. We also have a warm and knowledgeable faculty.

We also have a minor for students who have a different major but are still interested in history as means to study the world about them...

Question: Can you tell me anything about yourself?

Answer: I'm a historian who enjoys teaching and research. My specialty is Asian history, particularly China. You can google/amazon some of the research and books that I've written or edited. Feel free to buy any that tickle your fancy! Outside of school, I do some traveling and more food-focused stuff. I also enjoy coffee.

TEXTS, READINGS, RESOURCES, AND REFERENCES

Required Texts

1. *The Black Death, The Great Mortality of 1348-1350, 2nd edition, trans by John Aberth (Bedford) ISBN 978-1-319-04887-7*

2. *The Epic of Gilgamesh, A New Translation, trans. by Andrew George. (Penguin 1999) ISBN 978-0140449198*
3. *Antigone, trans. by P Meineck and P Woodruff. (Hackett), ISBN 978-0-87220-571-0*
4. *The Ramayana: A Shortened Modern Prose Version of the Indian Epic, trans. by R.K. Narayan. (Penguin Classics 2006), ISBN 978-0143039679*
5. *Sundiata: An Epic of Old Mali, revised edition (Longman African Writers, 2006), ISBN 978-1405849425*
6. *Monkey: Folk Novel of China, trans. Arthur Waley (Grove/Evergreen etc.) ISBN 978-0802130860*

Additional readings will be made available online on/through CourseDen.

Evaluation

In-class Participation	10%
Online Discussions (4x4%)	16%
Document Analyses (6x3%)	18%
Essays (2x10%)	20%
Mid-term	10%
Final Exam	26%

Grading Rubrics and explanations about grade items

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

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 strictly oral. Here you will have a chance to discuss and explore primary sources that we are using in class. Please note that low attendance will negatively impact this grade – doing a great job in only half your classes will not lead to a good participation grade!

Document Analysis Rubric

Document Analyses of primary sources will serve a key preparation on how to read a document. Based on [Kathryn Walbert's "Reading Primary Sources"](#), you will be asked to write on five areas (see criteria). Each criteria will require you to consider how sources are put together and how we make use of them in our written work. After having completed the document analyses this semester, you will have experience with interpreting evidence and its use in academic papers.

Criteria	Level 4 Excellent 5 points	Level 3 Good 4 points	Level 2 needs improvement 3 points	Level 1 Unclear or absent 1 point
Identify the source	The source is identified as fully as possible from the given resources that the student has	The source is identified with some relevant information not included	There is missing information available to the student in the source; the answer is limited in its response	The question was not done or only done very minimally without touching upon the actual answer
Contextualize the Source	Source is contextualized as fully as possible given the resources available	Source is well-contextualized, though more could be added	Source has information left out that should be included	not done or minimally without reference to the source
Explore the Source	Excellent job of conveying fact/opinion, said/unsaid, clearness/opaque-ness of source	Good job of conveying fact/opinion, said/unsaid, clearness/opaque-ness of source, but with more to be done	Basic information missing	not done or done in a minimal manner with limited connection to the source
Analyze the Source	Provides an excellently insightful analysis	Provides a good analysis, though there is room for improvement	analysis is uneven, with some very relevant materials left out	not done or done minimally with little reference to source
Evaluate the Source	shows connections and disruptions with other primary sources and secondary sources, done with a critical eye	Shows connections and disruptions with other primary sources and secondary sources, done critically, though with more possible	Show some connections and disruptions with other primary sources and secondary sources, though missing basic information; also potential problems with critical insight	not done or answered in a way that is not relevant
Overall Score	Level 4 11 or more	Level 3 8 or more	Level 2 5 or more	Level 1 0 or more

Online Discussions

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 your classmates posts. This means that you should go beyond compliment (such as: Yes; exactly; I agree; etc.) to a meaningful exchange. This usually means at least two substantial sentences.

Your online 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
Overall Score	Level 4 15 or more	Level 3 11 or more	Level 2 7 or more	Level 1 0 or more

Writing Essay Rubric:

These are short academic essays. For each one (there are two 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).

These will serve a number of purposes. First, you will be able to summarize and synthesize your understanding of a given text (or texts) and/or a culture (or cultures). Secondly, you will demonstrate your ability at historical analysis, working particularly with primary sources. Third, you will improve your writing skills.

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
Quality of thesis statement	Unclear or absent	Weak	Very good	Excellent
Organization and clarity of argument	Unclear or absent	Weak	Very good	Excellent
Use of sources/(no outside research allowed, other than the class materials!)	Unclear or absent	Weak	Very good	Excellent
Analysis of examples	Unclear or absent	Weak	Very good	Excellent
Ability to write in standard English	Unclear or absent	Weak	Very good	Excellent

Mid-term

The **mid-term** will consist of an essay and will be graded similarly to the essays.

Final Exam

The **final exam** will consist of two essay questions. The first will focus on lectures and readings since the mid-term; the second will address the full semester. The answers will be graded in accordance with the above rubric.

Grading Information and Policy

Grading structure and point scale

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

Late work policy: There are no extensions for online discussions. Assignments are accepted late with a 10% penalty per day late. Exams must be completed by due date.

Please see the [Common Language for Course Syllabi](#) for official information on UWG's Academic Integrity Policy.

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.

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.

Communication Rules

Communication Rules: When I log online for my office hours, I will also sign in to Skype. You can contact me by searching for **ipidhain@outlook.com** If you want to make an appointment, please email a day ahead of time if possible so I can better plan my time. However, feel free to pop in (online) to ask a question whenever you see that I am online.

I prefer that you send me your questions via CourseDen email as I rarely check my voicemail. I will return all emails in 36-hours during the week and within 48 hours over the weekends.

Network Etiquette - Communication in an online class takes special consideration. Please read the short list of tips below.

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response times

Students can expect me or my GRA to be in the online discussion at least three days per week, primarily during weekdays, but I will check in once during the weekend. Online discussions will be graded within 5 days of the due date and will contain feedback on what you did well and what you can do to improve. Document Analyses will be graded within 5 days of the due date. I will make every attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time.

Class Schedule Information

PART I

Unit 1 - Mesopotamia, Egypt, Israel

- | | | |
|---|----------------------------|---|
| 1 | Jan 7
Jan 9 | Introduction
Mesopotamia and How to Read documents
"Sumerian Inscriptions Umma and Lagash"
"The King List"
"Enuma Elish" 1 st Tablet |
| | Jan 11 | DA# 1: Hammurabi's Laws (Prologue) |
| 2 | Jan 14
Jan 16
Jan 18 | <i>Epic of Gilgamesh</i> , 1-54
Virtual Class: <i>Epic of Gilgamesh</i> , 55-100
Online Discussion #1 <i>Epic of Gilgamesh</i> |
| 3 | Jan 21
Jan 23
Jan 27 | MLK Day, campus closed
Judaism: [Genesis 6-9 and Exodus]
Essay #1 |

Unit 2 – Classical World – Greece, Rome, Christianity

- | | | |
|---|--------------------------------|---|
| 4 | Jan 28
Jan 30
Feb 1 | Early Greece: Hesiod, Homer
Classical Greece, <i>Antigone</i>
DA #2 , <i>Antigone</i> |
| 5 | Feb 4
Feb 6
Feb 8 | Roman Republic – Livy excerpts
Roman Empire
DA # 3 Suetonius' "Life of Augustus" |
| 6 | Feb 11
Feb 13
Feb 15 | Christianity, <i>Acts of the Apostle</i>
Virtual Class: <i>Passion of St Perpetua and Felicity</i>
Online Discussion #2: <i>Passion of St Perpetua and Felicity</i> |

Unit 3 – Byzantium, Medieval Europe: The Black Death

- | | | |
|---|--------------------------------|---|
| 7 | Feb 18

Feb 20
Feb 22 | From End of Rome to Medieval Europe:
Byzantium, Constantine Biography [Eusebius]
Holy Roman Empire, Charlemagne biography [Einhard]
Medieval Europe – <i>The Black Death</i> , <i>The Great Mortality</i> , 1-52
DA #4 – <i>The Black Death</i> , any document from Section 4 (pp 57-78) |
| 8 | Feb 25
Feb 27 | <i>The Black Death</i> , <i>The Great Mortality</i> , 79-132
Virtual Midterm – See information on Midterm |

PART II**Unit 4 – Islam, Africa, Sundiata**

- 9 March 4 Islam & Koran
 March 6 **Virtual – DA #5** Hadith of Bukhari (excerpts)
- 10 March 11 Africa, *Sundiata*
 March 13 **Virtual – Sundiata**
 March 15 **Online Discussion #3** *Sundiata*
- 11 March 18-23 Spring Break

Unit 5 – South Asia:

- 12 March 25 India before Buddhism...
 March 27 Buddha and his story
 March 29 **Online Discussion #4** *Life of Buddha*
- 13 April 1 *Ramayana*, 3-89
 April 3 *Ramayana*, 90-157
- 14 April 8 Sita sings the Blues
 April 10 Sita Sings the Blues
 April 12 **Essay #2**

Unit 6 – East Asia

- 15 April 15 **Virtual.** Early China: The Mandate, Confucius, Laozi
 April 17 **Virtual.** Empire – Qin and Han. “Sima Qian’s Liu Bang and Xiang Yu”
 April 19 **DA #6 –** Ban Zhao “Rules for Women”
- 16 April 22 Monkey I – Monkey, Guanyin and Hsuan Tsang (1-95)
 April 24 Monkey II – The rest of the Gang (96-165)
 April 28 Bonus **DA #7 - Monkey: The Cart Slow Kingdom (210-246) [optional]**
- 17 April 29 – Monkey III – Completion (247-305) and Review
 May 5 **Final Exam**

Expectations of Students

Course Structure: This is an online course, with all work and examinations completed remotely. Emphasis has been placed on reading and interpreting original documents, with a secondary focus on learning about different civilizations, cultures and religions around the world.

You should expect to spend 3 to 5 hours a week reading for the class. You should also expect to spend 2 to 3 hours a week working on class assignments (whether online or off). In weeks where you are writing an essay, there is likely to be an uptick in time spent preparing for class.

Course and UWG Policies

Attendance Policy: Attendance will be tracked by your participation in online discussions and completion of quizzes, as these can take substantial amounts of time.

Statement: If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Disability](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

I strongly recommend that students make an electronic copy of everything submitted to me via the dropbox.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

Center for Academic Success

The new [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses

<u>Our CourseDen D2L Home Page</u>	<u>Student Services</u>
<p>D2L UWG Online Help (8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu</p>	<p><u>Center for Academic Success</u> 678-839-6280</p>
<p><u>24/7/365 D2L Help Center</u> Call 1-855-772-0423 or search:</p>	<u>Distance Learning Library Services</u>
<u>University Bookstore</u>	<u>Ingram Library Services</u>
<u>Common Language for Course Syllabi</u>	<u>Proctored Exams</u>
<u>UWG Cares</u>	<u>Student Services</u>
<u>Center for Disability</u>	<u>UWG Accessibility Statements for Technology</u>