

HIST 1111: World History to 1500, Sections 01 and 02

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Course Description and Objectives:

This class surveys major issues in world history from the time of the Agricultural Revolution of around 10,000BC to the eve of European exploration in 1500. Such breadth necessitates particular focus, in terms of geographic and subject areas. Our explorations will be centered on the land mass containing Europe and Asia, or Eurasia for short. Within that territory, attention will be paid to Europe, the Middle East, India, and China. As the class progresses, we will look at the growing connections between those disparate regions, especially those of religion, trade, and war.

A major objective of this class is 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. Thus, students who complete this class successfully will not only gain introductory knowledge of certain pivotal trends and issues in the history of the globe, but, as importantly, improved abilities in processing and analyzing information and in making arguments built upon a strong foundation of sources.

Course Readings:

There are two books assigned this term:

1. Joinville and Villhardouin, *Chronicles of the Crusades*, **READ PAGES 163-353.**
2. Usāmah Ibn-Munqidh, *An Arab-Syrian Gentleman and Warrior*, **READ PAGES 25-132, 143-170.**

Both works are available at the bookstore. Cover price, the texts cost around \$41. However, cheaper editions 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. Starting on the two books as early as possible is necessary in part because there are a range of short online selections assigned as well. They are as follows and must be read by the dates listed in the Course Outline below:

A. Flood Stories (read by 8/26):

1. The Flood Story of Ut-napishtim, from *The Epic of Gilgamesh*
<http://web.archive.org/web/19990221091328/http://puffin.creighton.edu/theo/simkins/tx/Flood.html>
2. The Flood Story of Noah, from *The Book of Genesis*, Chaps 6-9
<http://www.wsu.edu/~dee/HEBREWS/GENFLOOD.HTM>

B. Greek Documents (read by 9/4):

3. Thucydides, "Pericles' Funeral Oration," from the *Peloponnesian War*
<http://www.fordham.edu/halsall/ancient/pericles-funeralspeech.html>
4. Plato, "Justice in the City . . .," from *The Republic* (read 1st section: "Justice in the City")
http://www.molloy.edu/sophia/plato/republic/rep4b_txt.htm

C. Indian Religion Documents (read by 9/16):

5. *Bhagavad Gita*, (click on Contents link—only read sections "Arjuna" and "Conclusion")
<http://wsu.edu:8080/~dee/ANCINDIA/GITA.HTM>
6. The Buddha, First Sermon: The Middle Path (c. 6th century BC)
<http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/bud-ser1.html>

D. Chinese Philosophy Documents (read by 9/30):

7. Confucius, excerpts from *The Analects* (5th Century BC)
<http://web.archive.org/web/20001215223500/http://www.humanities.cuny.cuny.edu/history/reader/analects.htm>
8. Lao Tzu, excerpts from the *Tao te Ching*
www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_1/lao-tzu.html
9. Han Fei-tzu, Legalist Views of Good Government
www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_1/hanfeitzu.html

Note: The last two links have proven temperamental in the past. If they do not work automatically, try the following: Google "WSU World Civ Reader;" that will take you to the mainpage, at which you should click on the link for "Reading About the World, Volume 1," following which you must scroll down to the section on China where you will see the above selections. If you continue to have problems, please contact me.

E. Documents on Romans and Christians (read by 10/19):

10. Pliny the Younger, "Letter to the Emperor Trajan (on the Christians)" (c.111)
<http://www.fordham.edu/halsall/source/pliny1.html>
11. *The Martyrdom of Saints Perpetua and Felicitas* (203)
<http://www.pbs.org/wgbh/pages/frontline/shows/religion/maps/primary/perpetua.html>

F. Documents on Islam (read by 10/26):

12. *The Qu'ran/Koran*, Surahs 1 and 47
<http://www.fordham.edu/halsall/source/koran-sel.html>
13. Accounts of the Arab Conquest of Egypt (642)
<http://www.fordham.edu/halsall/source/642Egypt-conq2.html>

You will notice that I decided not to assign a traditional textbook. Although all necessary information to understand the readings and to complete the assignments will be provided in lectures, I understand that you may be more comfortable with a text that offers a deeper context to course materials, and having a reference is highly recommended. I suggest looking at the following two books:

John P. McKay, et al., *A History of World Societies*
Peter Stearns, et al., *World Civilizations: The Global Experience*

You can find easily lots of used editions of both works online. In short, acquiring a textbook is your choice. Either way, however, you are expected to demonstrate mastery of lectures and not to view a textbook as a substitute for the same.

Again, you must complete all required readings by the dates indicated in the Course Outline below. For the online readings selections please print out a copy and bring it to class.

Grading and Policies:

•Your Grade:

Your semester grade will be factored as follows:

Six Interpretation Exercises (#0 must be done, top 4 of next 5):	20%
In Class Writing Exercise:	20%
Midterm Examination (non cumulative):	20%
Final Examination (non cumulative):	20%
Participation	20%

•Assignments:

All assignments are written in nature for the most part, and 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 regarding course assignments will be provided during the semester; however, it is useful to introduce them here:

One of this course's main aims is to improve your abilities at interpretation; that is, your skill at making an original argument firmly based on evidence (in contrast to an unsupported opinion). Interpretation is central to all assignments in this class and is a necessary skill for college as a whole. The five interpretation exercises will ask you to identify and interpret a brief selection from one of the assigned readings. Good interpretations will: 1) identify the correct selection; 2) display a mastery of the main points of both the reading and relevant class lectures; and, 3) display an understanding of the selection's broad implications—that means, knowing not only what the selection is about but also why it is important and how it reveals broad aspects of world civilization.

The exercises will be preceded by a worksheet (labeled "Interpretation Exercise O" that you will complete at home and bring to class on the date marked in the course outline. This exercise will help you enter the proper mindset to think about and interpret the readings.

The In Class Writing Exercise will be held towards the end of the semester. You will be required to write an original essay comparing and contrasting the two assigned books. More information will be forthcoming.

More information will also be provided during the semester concerning the two examinations. Both will be written in nature.

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, particularly 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.

Note: Because of the large number of World Civ students I am grading this term, I can only put brief comments on your assignments along with the grade. If you wish detailed commentary regarding why you earned particular grades, please bring the original graded assignment to office hours and I will be happy to speak with you in depth.

•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/~handbook/index.php?page=honorcode>.

For any instance of plagiarism discovered, I will impose the same penalty: an absolute 0 points for the assignment (for any part of the source paper assignment, that means the entire paper grade). At the least, this will have an adverse impact on the final grade; at the worst, it may result in failure for the course. 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. 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. 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 six “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.

•*Etiquette and Obligations*

Inside the classroom, I expect you to behave with civility and courtesy. 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.

It should go without saying that when you come to class, you are to remain awake, alert, and mentally engaged for the entire 50 minutes. If you chose to come to class, you must stay awake and remain. Do not sleep or leave early.

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 Excel Center, which offers tutoring and other resources (<http://www.westga.edu/excel>), and the University 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*.

•*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:	Friday:
01			08/14: Class Introduction
02	08/17: The “Agricultural Revolution” and the “River Civilizations”	08/19: Ancient Egypt	08/21: Crade of Civilization?: Ancient Mesopotamia
03	08/24: The Hebrews and the Phoenicians	08/26: Discuss: Skills and Flood Stories Interpretation Ex. 0 DUE	08/28: The Persians
04	08/31: The Greeks: From Kingdoms to Poleis	09/02: The Greeks: Wars and Empire	09/04: Discuss: Greek Docs Interpretation Ex. 1
05	09/07: <u>LABOR DAY – NO CLASS</u>	09/09: From Alexander’s Empire to the First Civilizations in India	09/11: Society and Religion in India—The Caste System and Hinduism
06	09/14: Buddhism	09/16: Discuss: Indian Religion Docs Interpretation Ex. 2	09/18: From Ideas to Material Realities—Economy, Society, and Empire
07	09/21: From the Height to the Collapse of Empire in India	09/23: China and the Beginnings of the Dynastic System	09/25: The Zhou Dynasty and the Warring States Period

08	09/28: The Great Chinese Philosophies	09/30: Discuss: Chinese Docs Interpretation Ex. 3	10/02: China Turns Imperial—The Qin and the Han
09	10/05: Asia’s Highway—The Silk Road	10/07: <u>MIDTERM EXAM</u>	10/09: Rome—From Republic to Empire
10	10/12: The Roman Empire	10/14: The Rise of Christianity in the Roman World	10/16: <u>FALL BREAK – NO CLASS</u>
11	10/19: Discuss: Roman and Christian Docs Interpretation Ex. 4	10/21: From the Institutionalization of Christianity to the Emergence of Islam	10/23 The Creation of a “Muslim World”
12	10/26: Discuss: Islamic Docs Interpretation Ex. 5	10/28: Medieval Europe—The Construction of “Christendom”	10/30: Medieval Europe—Centralizing States and Papal Monarchy
13	11/02: The Crusades	11/04: Discuss: Joinville and Ibn-Munqidh	11/06: In-Class Writing Exercise
14	11/09: Religions Out of and Into the Indian Subcontinent	11/11: The Indian Ocean World—Center of Global Trade Before 1500	11/13: Establishing a World Power—China from the 500s to the 1200s

15	11/16: Establishing a World Power, China Continued	11/18: The Creation of a Mongol World System	11/20: Collapse of the Mongol World System—The Calamitous 1300s
16	11/23: After the Mongols, I—The Rise of China's Ming Dynasty (1368 – 1644)	11/25: <u>THANKSGIVING – NO CLASS</u>	11/27: <u>THANKSGIVING – NO CLASS</u>
17	11/30: After the Mongols, II—The Revival of Islamic Empires	12/02: After the Mongols, III—Europe Emerges?	12/04: The World in 1500—Some Conclusions
Exam Week	12/07: FINAL (01): 8-10AM FINAL (02): 11-1PM		

Interpretation Exercise 0: Skills Preparation Worksheet

Name: _____

Section: _____

Purpose and Description of the Assignment:

One of this course's main aims is to improve your abilities at interpretation; that is, your skill at making an original argument firmly based on evidence (in contrast to an unsupported opinion). Interpretation is central to all assignments in this class and is a necessary skill for college as a whole.

The five interpretation exercises will ask you to identify and interpret a brief selection from one of the assigned readings. Good interpretations will: 1) identify the correct selection; 2) display a mastery of the main points of both the reading and relevant class lectures; and, 3) display an understanding of the selection's broad implications—that means, knowing not only what the selection is about but also why it is important and how it reveals broad aspects of world civilization.

This particular assignment is designed to help you prepare for these exercises and, in so doing, help you enter an interpretative mindset with which to approach the readings. Below follows a series of questions regarding the first two assigned readings. The questions are divided into two sections—factual and interpretative—corresponding to points 2 and 3 above. When doing all of the upcoming readings, you should follow this basic pattern, noting both what the readings are about and their larger implications.

I. Factual Questions:

1. In 3 to 4 sentences, summarize the flood story from the Epic of Gilgamesh:

2. According to the Epic of Gilgamesh, why did the flood occur?: _____

3. In 3 to 4 sentences, summarize the flood story from the Book of Genesis:

Name: _____ Section: _____

4. According to the Book of Genesis, why did the flood occur?: _____

II. Interpretative Questions:

5. Both the Epic of Gilgamesh and the Book of Genesis contain accounts of almost all of humanity experiencing destruction by divine power. What are the most important differences between the two?: _____

6. What do the similarities and differences between the two accounts reveal about the cultures of the ancient Sumerians and Hebrews?: _____

Three Points:

- Always move from summarizing facts to analyzing them. Notice that the questions above force you to first state what the readings say, but then, more importantly, state what the readings mean and what they reveal about the societies that produced them.
- Follow this pattern of short summary and extended analysis in the following Interpretation Exercises. Remember, its interpretation not reciting facts that matters.
- To repeat, the Interpretation Exercises are designed to do what they say: exercise your interpretation skills. A good part of your grade on the other assignments and in this class as a whole will depend on your abilities to move beyond summary to analyzing and interpreting readings in the context of lectures. Use the specifics in the readings to discuss the general context.