Hist 1111-07  
Survey of World History/Civilization I  
Spring Semester, 2018  
Social Science Building 208  
TR 5:30-6:45 p.m.

Michael Epanchin  
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Office Hours TR 4:30-5:30, or otherwise by appointment  
Pafford 105

Class Purpose:

This class covers global history from the earliest civilizations to about the 16th century AD, with particular emphasis on the general movement towards a more integrated global system. Students will gain an understanding of the social, political, economic, religious, and intellectual trends of antiquity and the medieval period from a variety of civilizations. Course material is organized thematically, but follows a general chronological and geographical pattern. Students are expected to synthesize material from several lectures together, as the class follows a theme of truly global history. This class is designed both to teach students about a variety of dimensions of history in the ancient and medieval world, but also to stimulate analytical thinking skills, and challenge students to improve writing and communication skills. These skills are invaluable for encouraging students to learn how to learn and approach a variety of complex and difficult issues. This will benefit students both in future employment, and as citizens in a democratic society.

Anticipated Learning Outcomes:

Students will demonstrate the ability to think historically through: understanding of the political, social, economic, and cultural dimensions of world history; comprehension of causal relationships and patterns of change and continuity over time; or awareness of the social significance of ethnicity, gender, race, and class in historical events and study.

Required Texts:


Additional readings and documents accessible online. Students will be expected to bring documents listed on the syllabus or otherwise noted by me to class on the relevant day for discussion.

Grading:
Exams

Examinations are take-home assignments where students will be tasked with writing three “pre-essays.” In effect, each student will answer the questions by writing an introduction with a thesis, and then provide a detailed outline of the rest of the paper. I will provide the exam questions two weeks before the due date, giving ample time for students to write full, complete answers. Late assignments will be accepted, within reason, but will be penalized. Exams may not be hand-written and must be submitted online through D2L. Similarly, the Response Papers must also be submitted online through D2L and I have similar expectations for quality, clarity, and effort.

You are expected to understand appropriate style and organization for a formal essay, and will be expected to submit a clearly written and clearly organized work for each assignment. I will provide guidelines and advice for writing both in writing and in class. I will also provide a sample answer that you may use as a formal model for the answers you write. If you are still not confident in your writing, please see me for help. You may submit rough drafts for the Exams for comments but be mindful that the closer the rough drafts are submitted to the deadline, the less likely I will have time to review them. In addition, the University also provides resources to help students improve formal writing. Writing is a skill like any other and requires practice and effort to hone.

Response Papers

Students will be required to write five Response Papers to assigned scholarly articles. These are short assignments (no more than 1 page) where the student is challenged to write a concise, but incredibly meaningful, discussion of the article’s purpose, argument, and the evidence it uses to defend the argument. Students may not submit rough drafts for these short assignments, but are encouraged to meet with me during office hours in advance of the due date to discuss the articles if needed.

Note: These are not summaries. In the one page you have for this assignment, I expect a full understanding and view of the content of the article as best as is possible within the limits of the paper.

Engagement
‘Engagement’ refers to every other form of assessment and general participation in the class, including, but not limited to: attendance, preparedness, quiz performance, participation in class, and respect for the conventions of classroom etiquette.

Note: Attendance is part of this element of the grade. Students who are often absent will receive a penalty on their final grade.

Note 2: I reserve the right to reward excellent students who are highly engaged with additional points above the 15% allotted for this element of the class. This is rare, but possible, for students who are always in attendance, always attentive, always prepared, and generally engaged with the class.

**Supplemental Instruction**

This semester, J.P. Bradbury will be working with me as a Supplemental Instruction leader. She will attend classes, and occasionally aid me with in-class matters. In addition, she will be leading two out of class SI sessions every week:

- Wednesdays at 3:30 PM in Pafford 110
- Thursdays at 11 AM in Boyd 305

I encourage anyone to attend these sessions for additional exposure to the material.

In addition, Ms. Bradbury holds office hours every Monday at 11 am in UCC 200.

She will provide additional detail on the program and her roles in the class, but I have my full confidence in her and encourage anyone to reach out to her as an additional resource.

**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
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

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.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

University of West Georgia 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.

Plagiarism:

The University defines plagiarism as “representing the words or ideas of another as one’s own.” To this end, “direct quotations must be indicated and ideas of another must be appropriately acknowledged.” More information about the University policy on plagiarism may be found in the Student Handbook here. If you have any doubts, please first review these policies, and then contact me.

If a student is caught directly quoting ANY source without attribution, he or she will receive an "F" on the assignment, and possibly on the course depending on the severity of the action. Furthermore, the University encourages its faculty to refer students to the University for additional review and sanctions in egregious cases of academic dishonesty. A similar policy is in place for other, more conventional forms of cheating.

THERE ARE NO EXCUSES FOR PLAGIARISM BASED IN IGNORANCE. YOU ARE EXPECTED TO KNOW AND UNDERSTAND WHAT IS AND WHAT IS NOT PLAGIARISM. AGAIN, IF YOU HAVE ANY QUESTIONS, PLEASE CONTACT ME.

Classroom Conduct:

1. You are expected to respect the classroom and your fellow students. This means that you will arrive on time, be present in every class, be prepared for class every day, and will not disrupt class with idle chatter or other distractions.

2. You are expected to be interactive and engaged during the class. Engaged students ask and answer questions as appropriate, and engage in classroom discussion about readings or the subject matter of the class. This will also affect a portion of your grade.

3. Students who are present but consistently unengaged (for example, those who sleep, goof-off, are consistently late, disrupt class, or otherwise do not pay attention) will be identified to the University so that they may be provided assistance.
4. Students are expected to prepare for class. Adequate preparation includes reading documents for comprehension and critical analysis and being prepared to discuss every reading assignment.

5. Since participation is expected, students should be on notice that anyone can be called on to answer any question at any time.

**Technology Policy:**

1. Smartphones are a reality of the world in 2018. However, so is understanding when to appropriately use them. Students are expected to put their phones away for the duration of the class, barring some sort of emergency. If a student receives an urgent communication, she or he is expected to leave the classroom to take the call or to otherwise communicate. Idle use of smartphones in class will result in an Engagement grade deduction.

2. Students are expected to take notes by hand only. Unless a student has prior authorization from me to use a laptop or other electronic device for notetaking, any use of a laptop in class will be treated the same as a use of a smartphone.

**Course Schedule and Lecture Outline**

This schedule is tentative and subject to change as necessary. Note all assigned readings are intended for discussion on the day listed.

**Week 1**
January 9: Introduction

January 11: Intro to History and Early Human Communities

**Week 2**
January 16: From Agriculture to Civilization
READING: Standage, Chapter I, “A Stone Age Brew.”

January 18: Early Civilizations I
READING: Standage, Chapter II, “Civilized Beer.”

**Week 3**
January 23: Early Civilizations II

**Response Paper 1 Due**
January 25: The Horse and the Wheel
Week 4
January 30: The Late Bronze Age
READING: Haskell, “Wanax to Wanax: Regional Trade Patterns in Mycenaean Crete,” available on CourseDen; Letter from Kadashman Enlil I to Amenhotep III
http://www.reshafim.org.il/ad/egypt/kadashman_enlil.htm
Response Paper 2 Due

February 1: No Class
Midterm Exam Part I Due

Week 5
February 6: The Early Iron Age: New Empires, New Ideologies
Response Paper 3 Due

February 8: The Greeks
READING: Standage, Chapter III, “The Delight of Wine.”

Week 6
February 13: The Greeks

February 15: Rome
READING: Standage, Chapter IV, “The Imperial Vine.”

Week 7
February 20: Rome

February 22: Rome
READING: Madden, “Slavery in the Roman Empire” available on CourseDen
Response Paper 4 Due

Week 8
February 27: Rome

March 1: America - Film

Week 9
March 6: Central and South Asia

March 8: Central and South Asia

Week 10
March 13: Central and South Asia

March 15: **No Class**  
**Midterm Part II Due**

**Week 11 - SPRING BREAK, March 20-22 No Class**

**Week 12**

March 27: China

March 29: China  
READING: Gordon, Chapter 1, “Monarchs and Monasteries”

**Week 13**

April 3: China  
READING: Gordon, Chapter 4, “Ingots and Artifacts”

April 5: China  
READING: Gordon, Chapter 7, “Treasure and Treaty”

**Week 14**

April 10: Islam  
READING: Gordon, Chapter 2, “Caliph and Caravan,” and Chapter 3, “Philosopher and Physician”

April 12: Islam  
READING: Bulliet, “Medieval Arabic Tarsh” available on CourseDen.

**Response Paper 5 Due**

**Week 15**

April 17: Early Medieval Europe

April 19: Late Medieval Europe  
READING: Gordon, Chapter 9, “Medicines and Misunderstandings”

**Week 16**

April 24: The Indian Ocean World I  
READING: Gordon, Chapter 5, “Pepper and Partnerships”

April 26: The Indian Ocean World II  
READING: Gordon, Chapter 6, “Nobles and Notables”

**FINAL EXAM**
Due Tuesday, May 8, 2017 by midnight
NOTE: This syllabus reflects changes made as of 1/08/2018. Any of the above syllabus is subject to change at any time.