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COURSE DESCRIPTION

This World History course provides an introduction to our global past while also developing your critical thinking skills. It is designed to help you understand the diversity of and connections between the world's cultures, ideals, and institutions. In addition, it introduces you to History as an organized body of knowledge with its own methods, standards of proof, and way of viewing the world. Our goal is to strengthen your ability to evaluate sources and arguments. Because these classes emphasize the reading of primary texts, your professor will focus on literacy skills as well as content in your course work.

This course uses short video lectures, readings, and reading guides to introduce you to major phases and themes in World History, from Antiquity to the Intermediate Era. It is designed to develop your ability to identify ideas and achievements characteristic of different historical periods. Exploring change over time will be a major theme of this course. Historians are most frequently involved in answering the question, "How did this develop from that?" Class assignments are designed to help you answer this question for a variety of ideas and institutions, thereby strengthening your grasp of historical perspective and causation. This course will also encourage you to think analytically about how people in the past created and adapted their societies and institutions to respond to challenges and opportunities that confronted them.

Learning Objectives for Colonnade Program: This course fulfills the World History requirement in the Foundations category of WKU's Colonnade Program, which has the following learning objectives:

Students will demonstrate their ability to:

- Demonstrate knowledge of at least one area of the social and behavioral sciences.
- Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.
- Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.
- Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.
- Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.
- Read, comprehend, and analyze primary texts independently and proficiently.

Learning Objectives for HIST 101: The course objectives for HIST 101 are designed to integrate fully with the Colonnade Program. Upon successfully completing HIST 101, you will be able to:

- Identify the general outlines of Ancient and Intermediate Era World History including an understanding of major themes, historical events, cultural developments, and individuals of pre-modern global civilizations.
- Compare and contrast general aspects of political, religious, economic, and social systems from Ancient and Intermediate Era World civilizations.
- Describe and analyze the emergence of civilization and analyze the emergence and impact of cultural contact from 3000 B.C.E. to 1500 C.E. (e.g. emergence of stable states, basic philosophical and religious systems, geographic expansion and interaction, economic and technological advance)
- Explain cause and effect relationships in history and understand historical method.
- Interpret why a specific primary document was produced and to be able to contrast this document with similar documents produced by other civilizations.
- Read and analyze primary source historical documents.
- Write short analytical essays about primary sources.
- Demonstrate ability to synthesize and write about primary and secondary source material on essay exams.
- Display a developing historical objectivity, an increasing awareness of the problem of personal bias and opinion in historical analysis, and an ability to use a clear thesis and comparison of ideas in written work.

REQUIRED TEXTS

WTWA: E. Pollard, C. Rosenberg and R. Tignor: *Worlds Together, Worlds Apart. Vol. 1: Beginnings through the 15th Century* Fourth Edition (W.W. Norton 2015). 978-0-393-92208-0

NOTE: For HIST 101 On-Demand, you are required to use this edition, NOT the concise edition.

Reader: K.L. Pomeranz, J.B. Given and L.J. Mitchell, *Worlds Together, Worlds Apart: A Companion Reader. Vol. 1.* (W.W. Norton 2011). ISBN: 978-0-393-91160-2

You can acquire copies of these books at the WKU Bookstore in a bundle, or in a variety of other formats, including rental of paper or electronic copies. According to a recent *New York Times* [article](#), the most comprehensive [price comparison](#) site for book purchases or rentals is: [Campus Books](#).

COURSE REQUIREMENTS

Items To Be Graded (All assigned work / requirements must be completed to pass this course!)	Points	%
1. Chapter Lessons (Answers to Reading Guide questions)	100	25%
2. Exam I (I.D./Short Answers; 1 Document ; 1 Long Essay)	100	25%
3. Exam II (I.D./Short Answers; 2 Essays)	100	25%
4. Exam III – Final (I.D./Short Answers; 2 Essays)	100	25%
Total Available Points	400	100%

Chapter Lessons: The History Department has developed a set of Reading Guides that cover each chapter of the textbook and the accompanying document reader. The guides identify key terms and provide basic questions about the topics covered in the readings. As you read each lesson's assignment, you should carefully review the guide and prepare answers to the questions. Some of your answers will be submitted as your Chapter Lesson. Other answers will help you prepare for the exams. At the end of the course, your lowest score for the Reading Guide questions will be dropped.

Exams: All three exams will be in essay format. Each exam, including the Final Exam, wraps up a distinct learning unit and will be drawn from material in the textbook, lectures, and primary readings covered in that unit.

Part One: Short IDs—Who? What? Where? When? Why significant?—on terms chosen from the study guides.

Part Two: Short essay analyzing, comparing, and placing two quotes from our primary sources into historical context.

Part Three: Long essay (comparative and comprehensive). Students must demonstrate a critical understanding of the material and an ability to develop a clear thesis and argument, supported by direct references to historical events and relevant primary sources. Note: Merely repeating material from the book or lecture will not earn any points.

Identification of Ethical Issues: Are you able to identify the various ethical perspectives related to your topic? Are you able to discuss the assumptions and implications of those differing ethical perspectives in an objective manner?

COURSE POLICIES

Students With Disabilities: According to Western Kentucky University Policy: "Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Student Disability Service office located in the Student Success Center in DUC A-200 in Downing University Center, telephone 745 5004 and TTY, 745 3030. Per University policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services."

ACADEMIC HONESTY

In all aspects of this course, students are required to demonstrate academic honesty and integrity as outlined in the [University Statement on Student Rights and Responsibilities](#) (WKU Catalog, 333-5). Violations of this include:

- Cheating by giving, sharing, or receiving unauthorized information before, during, or after an exam or assignment, whether verbal, written, code, or via electronic device used to read notes or search for information on the internet;

- Dishonesty, including misrepresentation or lying;
- Plagiarism (see Essays and Written Work, below).

Penalties for academic dishonesty as noted in the *WKU Catalog* and in *Hilltopics: Handbook for University Life*: “Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of the Dean of Student Life for disciplinary sanctions.”

Exams: Any student using *any* means of *acquiring* information (electronic, web-based, verbal, code, written or print, etc.) **during an exam** will receive a failing grade for the entire course.

Essays (for Papers *and* Exams) and Other Written Work: In *all* writing assignments you *must* avoid *any* form of intentional or unintentional plagiarism. This includes, but is not limited to: directly copying *part* or *all* an assignment from another student’s work or from published (print or web) works without quotation or citation; paraphrasing ideas from print or web sources *without* providing citation; overusing ideas from print or web sources, cited or not, that render the essay not your own except for the process of summarizing; submitting previously graded work of your own from this or another course. Refer to the links on plagiarism in our *Writing a History Essay* site (on Blackboard) for a fuller discussion of what can and cannot be considered your own work.

Additional Items to Avoid:

Quotation vs. Paraphrasing: Pay attention to the difference between quoting and paraphrasing someone else’s work. Changing a few words of someone else’s work *does not* constitute paraphrasing, and will be treated as plagiarism.

Summaries: Essays that merely paraphrase or summarize secondary material and/or the introductory material to primary documents will receive a zero.

Group Work: The purpose of writing assignments is to develop *your* ability to think critically as an individual. Therefore, your work cannot be the result of group work, even at the level of just discussing the primary sources, since you risk having your ideas plagiarized, or plagiarizing someone else’s ideas. In the case of clear group work on essays, whether on assignments or exams, etc., the individual assignment / exam of each student involved will receive a zero.

Note: *All* student work may be checked using plagiarism detection software, e.g., Turnitin.com. Specialized definitions of plagiarism and of cheating given on this syllabus (above), and on supplemental handouts and/or by verbal instruction from the professor are binding on *all* students in this course.

UNIT ONE: ANCIENT WORLD Social, Technological, and Environmental Transformations to 325 BCE		
<i>Date</i>	<i>Topics and Questions</i>	<i>Reading & Assignments</i>
Lesson 1	Chapter 1: Becoming Human <u>Close up:</u> The Origins of Human Societies <u>Key Questions:</u> <ul style="list-style-type: none"> • What is the relation between population growth and the emergence of agriculture and civilization? • What role does the need to control natural resources play in developing social structures? • How do technological innovations influence human interaction with the environment? <u>Evidence and Argument:</u> Becoming Human and Creation Narratives	Historical overview: <ul style="list-style-type: none"> • <i>WTWA</i> 2-41 Primary Sources: <ul style="list-style-type: none"> • <i>Reader</i> 1-18
Lesson 2	Chapter 2: Rivers, Cities and the First States, 3500–2000 BCE <u>Close up:</u> Mesopotamia, Egypt, Indus Valley, East Asia <u>Key Questions:</u> <ul style="list-style-type: none"> • How did cities in these regions differ from pastoral nomadic communities? • What are some similarities and differences among cities and city-states that developed in each region? • How were agricultural developments similar and different in East Asia, Mesopotamia, Egypt and the Indus valley from 3500 to 2000 BC <u>Evidence and Argument:</u> Water, Crops, and War	Historical overview: <ul style="list-style-type: none"> • <i>WTWA</i> 42-83 Primary sources: <ul style="list-style-type: none"> • <i>Reader</i> 19-41
Lesson 3	Chapter 3: Nomads, Territorial States, & Microsocieties, 2000–1200 BCE <u>Close up:</u> Egypt & SW Asia, Indus Valley, Shang China, Microsocieties <u>Key Questions and Comparisons:</u> <ul style="list-style-type: none"> • What is the territorial state? Where in Afro-Eurasia did this new form of political organization emerge and thrive? • How was the Shang state similar to and different from contemporary developments in Egypt and Mesopotamia? Why? • Why do legal codes emerge and what impact do these regulations have on social and economic interaction? <u>Evidence and Argument:</u> Legal Systems and Ideals of Rule	Historical overview: <ul style="list-style-type: none"> • <i>WTWA</i> 84-121 Primary sources: <ul style="list-style-type: none"> • <i>Reader</i> 42-60
Lesson 4	Chapter 4: First Empires & Common Cultures in Afro-Eurasia, 1250–325 BCE <u>Close Up:</u> Ancient Near East, Mediterranean World, South Asia, China <u>Key Questions and Comparisons:</u> <ul style="list-style-type: none"> • What are the common features of empires across Eurasia from 1250 to 325 BCE? • How did people on the margins of empires interact with them? • What role did religious or cultural developments play in creating unified states or cultures in Persia, the Zhou Dynasty and south Asia? <u>Evidence and Argument:</u> Culture and Social Power	Historical overview: <ul style="list-style-type: none"> • <i>WTWA</i> 122-159 Primary sources: <ul style="list-style-type: none"> • <i>Reader</i> 75-92
Exam 1	Exam One	
UNIT TWO: CLASSICAL EMPIRES Organization and Reorganization of Human Societies, c. 600 BCE to c. 600 CE		

<i>Date</i>	<i>Topics and Questions</i>	<i>Reading & Assignments</i>
Lesson 5	<p>Chapter 5: Worlds Turned Inside Out, 1000–350 BCE</p> <p><u>Close up:</u> China, South Asia, Mediterranean World, Sub-Saharan Africa, the Americas</p> <p><u>Key Questions and Comparisons:</u></p> <ul style="list-style-type: none"> • How does political unrest influence the development of ethical systems? • How do ethical systems both reinforce and challenge political relationships? • How do different civilizations create cultural unity? <p><u>Evidence and Argument:</u> Ethical Systems</p>	<p>Historical overview:</p> <ul style="list-style-type: none"> • <i>WTWA</i> 160-199 <p>Primary Sources:</p> <ul style="list-style-type: none"> • <i>Reader</i> 93-113
Lesson 6	<p>Chapter 6: Shrinking the Afro-Eurasian World, 350–100 BCE</p> <p><u>Close up:</u> Hellenistic Eurasia, Mauryan India, Silk Roads, Buddhism</p> <p><u>Key Questions and Comparisons:</u></p> <ul style="list-style-type: none"> • How do political leaders try to impose culture on conquered peoples, and how do those conquered peoples respond? • How did military conflict and cultural movements help create unity within the Hellenistic world and in South Asia? • What is the connection between trade and cultural transfer? <p><u>Evidence and Argument:</u> Cultural Interactions and Ethnic Identity</p>	<p>Historical overview:</p> <ul style="list-style-type: none"> • <i>WTWA</i> 200-237 <p>Primary Sources:</p> <ul style="list-style-type: none"> • <i>Reader</i> 114-40
Lesson 7	<p>Chapter 7: Han Dynasty China and Imperial Rome, 300 BCE–300 CE</p> <p><u>Close up:</u> Roman Republic, Qin China, Roman Empire, Han China</p> <p><u>Key Questions and Comparisons:</u></p> <ul style="list-style-type: none"> • How do the military demands of conquest and defense affect social and political organizations? • How does the creation of large states lead to new networks and new institutions? • How do political leaders try to impose culture on conquered peoples, and how do those conquered peoples respond? <p><u>Evidence and Argument:</u> Political Theory and Imperial Propaganda</p>	<p>Historical overview:</p> <ul style="list-style-type: none"> • <i>WTWA</i> 238-277 <p>Primary Sources:</p> <ul style="list-style-type: none"> • <i>Reader</i> 141-162
Lesson 8	<p>Chapter 8: The Rise of Universal Religions, 300–600 CE</p> <p><u>Close up:</u> Gupta India, Late Roman Empire, Sassanian Persia, Sub-Saharan Africa, Mesoamerica</p> <p><u>Key Questions and Comparisons:</u></p> <ul style="list-style-type: none"> • How do transregional religions emerge? • What role do political leaders play in the organization and spread of transregional religions? • What is the relationship between adherents of new religions and other religious groups? <p><u>Evidence and Argument:</u> Transregional Religions</p>	<p>Historical overview:</p> <ul style="list-style-type: none"> • <i>WTWA</i> 278-317 <p>Primary Sources:</p> <ul style="list-style-type: none"> • <i>Reader</i> 163-88
Exam 2	Exam Two	

UNIT THREE: INTERMEDIATE ERA Expanding Horizons, Transregional Encounters, and Transformations, c. 600 to 1500 CE		
<i>Date</i>	<i>Topics and Questions</i>	<i>Reading & Assignments</i>
Lesson 9	<p>Chapter 9: New Empires and Common Cultures, 600–1000 CE</p> <p><u>Close up:</u> Early Islamic States, Tang China, Early Medieval Europe</p> <p><u>Key Questions and Comparisons:</u></p> <ul style="list-style-type: none"> • What is the relationship between adherents of new religions and other religious groups? • How do religions change as they spread? • How does demographic and environmental change influence smaller-scale and nomadic groups? • How does the interaction between settled states and nomadic societies shape both? <p><u>Evidence and Argument:</u> Cultural Change and Religious Conversions</p>	<p>Historical overview:</p> <ul style="list-style-type: none"> • <i>WTWA</i> 318-357 <p>Primary Sources:</p> <ul style="list-style-type: none"> • <i>Reader</i> 189-208
Lesson 10	<p>Chapter 10: Becoming the World, 1000–1300 CE</p> <p><u>Close up:</u> China from Sui to Song; Silk Road, Delhi Sultanate, Mongols</p> <p><u>Key Questions and Comparisons:</u></p> <ul style="list-style-type: none"> • How do societies preserve, rebuild, or extend past achievements? • How can cultural connections cut across political boundaries? • How is social and political organization shaped by frequent warfare? • Does cultural interchange most often result in disruption or accommodation? <p><u>Evidence and Argument:</u> Encountering the Other</p>	<p>Historical overview:</p> <ul style="list-style-type: none"> • <i>WTWA</i> 358-403 <p>Primary Sources:</p> <ul style="list-style-type: none"> • <i>Reader</i> 209-48
Lesson 11	<p>Chapter 11: Crisis and Recovery in Afro-Eurasia, 1300–1500 CE</p> <p><u>Close up:</u> Ming China, Ottoman Empire, Medieval Europe</p> <p><u>Key Questions and Comparisons:</u></p> <ul style="list-style-type: none"> • What are the difficulties involved in maintaining large empires? • How are different societies affected by crises like foreign conquest or pandemics? • Which fourteenth-century crisis had the greatest impact throughout Afro-Eurasia and why? <p><u>Evidence and Argument:</u> From the Black Death to a New Order</p>	<p>Historical overview:</p> <ul style="list-style-type: none"> • <i>WTWA</i> 404-439 <p>Primary Sources:</p> <ul style="list-style-type: none"> • <i>Reader</i> 249-73
Final Exam	Final Exam	

SUGGESTED COURSE SCHEDULES

Below, you will find two suggested course schedules to help you organize your studies. These schedules are meant as a guideline to help those who need to complete their course in a certain timeline.

Need to finish your course within a semester? Here is a suggested course schedule:

Week	Assignment/Exam
1	Lesson 1
2	Lesson 2
3	Lesson 3
4	Lesson 4
5	Exam 1
6	Lesson 5
7	Lesson 6
8	Lesson 7
9	Lesson 8
10	Exam 2
11	Lesson 9
12	Lesson 10
13	Lesson 11
14	Study for final
15	Final exam

Need to finish your course in 7 weeks? Here is a suggested course schedule:

Week	Assignment/Exam
1	Lesson 1, 2, 3
2	Lesson 4, Exam 1
3	Lesson 5, 6, 7
4	Lesson 8, Exam 2
5	Lesson 9, 10, 11
6	Study for final
7	Final Exam