

## Western Kentucky University

**Class:** HISTORY 101 (World History to 1500)

**Term:** Spring 2023

**Instructor:** Rex Collins

**Contact information:** [rex.collins@wku.edu](mailto:rex.collins@wku.edu)

### READ THIS SYLLABUS CAREFULLY

**Course Overview:** HISTORY 101 explores the history of our world and develops critical thinking skills. HIST 101 emphasizes both diversity and connections among the world's cultures, institutions, and ideals. Plus, HIST 101 introduces history as a structured body of knowledge with its own methods, standards of proof, and perspective of the world. Our objective is to strengthen your ability to evaluate sources, interpret these sources, and develop arguments. Because history emphasizes the reading of primary texts, this course emphasizes and develops literacy skills as well as learning historical content. This course may use a combination of readings, lectures, and class discussions to introduce you to major eras and themes in World History, from the beginnings of civilization to 1500 CE. Identifying historical changes over time will be a major theme of this course. The fundamental question all historians ask is this: "How did this develop from that?" Class assignments are intended to help you answer this question for a variety of ideas and institutions, thereby deepening your understanding of historical perspective and causation. HISTORY 101 requires you to think analytically about how people in world history developed and adapted their societies and institutions to respond to challenges and opportunities that confronted them.

### Learning Objectives for the Colonnade Program:

HIST 101 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:

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

**Course Objectives:** The course objectives for HIST 101 were developed to fully integrate with the Colonnade Program. Once you successfully complete HIST 101, you will be able to:

1. Identify the general outlines of world history from the beginning of civilization to 1500 C.E.
2. Compare aspects of political, economic, social, intellectual, and religious systems from ancient and intermediate era world civilizations.
3. Describe and analyze the rise and impact of cultural contact from 3000 B.C.E. to 1500 C.E. (for example, the emergence of stable nation-states, evolving philosophical and religious systems, economic development, and advances in technology)
4. Explain cause and effect relationships in world history
5. Understand the practice of historical method.
6. Interpret why a specific primary document was created and be able to contrast this primary document with similar documents created by other civilizations.
7. Read, analyze, and interpret primary a multitude of source historical documents.
8. Be able to write short analytical essays that interpret primary sources.
9. Demonstrate an ability to synthesize and write about primary and secondary source material on essay exams.

### Required Reading Materials:

Required Textbook: Adelman, Jeremy, Ed., “Worlds Together Worlds Apart 3<sup>rd</sup> Seagull Edition,” Vol 1 (Norton). ISBN: 9780393442861\*

Primary Document Readings: Free on our course Blackboard site

\*Copies of this book are available at the WKU Bookstore as a printed book, or in a variety of other formats, including rental (paper or electronic) copies. You can also buy the book directly from W.W. Norton, the publisher. You may also buy the book from Amazon and other websites.

### Academic Honesty Statement:

All assignments must be your own original work. As a student at Western Kentucky University, you are expected to demonstrate academic integrity, as enumerated in the University’s “Student Life Policies on Student Rights and Responsibilities” in the WKU Student Handbook and available online at <http://www.wku.edu/judicialaffairs/student-rights-responsibilities.php> .

Violations of the academic code include, but are not limited to, cheating (by giving or receiving unauthorized information before or during an exam or assignment), dishonesty (including misrepresentation and/or lying), copying (submitting work completed for another class) and plagiarism. Plagiarism consists of submitting work that is not your own—including, but not limited to, copying from a book/article, copying and pasting text from webpages, using an internet source to obtain all or part of a paper and quoting material in a paper and not crediting the original author with proper citation. Citation format must be compliant with the Chicago Manual of Style. Information detailing Chicago Manual of Style can be found the History Department’s Style Sheet for Citations available online at:

<http://www.wku.edu/history/documents/wku-history-citation-guide.pdf> . The History Department

utilizes Turnitin.com and SafeAssign to detect cheating and academic dishonesty. Cases of cheating and academic dishonesty may be referred to the Office of Judicial Affairs for review, where the penalties for academic dishonesty are outlined in the WKU Student Handbook and available online at <http://www.wku.edu/judicialaffairs/sanctions.php> may be applied.

**Papers:** Students will be required to write four essays (at least 500 words, not to exceed 600 words for each essay, double-spaced, typed, 1-inch margins, 12-point Times Roman font with footnotes) based on the assigned readings. Papers must use the Chicago Manual of Style citation for formatting the required footnotes and bibliography. For help, please refer to this link: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html). Each essay is due no later than the specific due date by submitting your work on Blackboard. **YOU CAN NOT USE ANY OTHER SOURCE EXCEPT THOSE ASSIGNED READINGS, INCLUDING ANYTHING FROM THE INTERNET OR LIBRARY.**

**Exams:** There will be two written essay exams given during the semester on Blackboard, a mid-term exam, and a final exam. The exams will consist of 3 parts. Both the mid-term exam and the final exam end a specific unit, and both exams are drawn from the textbook, lectures, class discussions, and primary source readings covered in that particular unit(s). The exams will likely consist of a variety of short answer questions, multiple choice, true or false, short essay and long essay questions. Short answer questions should answer who? What? When? Where? Why? And why is it significant? Short essay questions should be answered by identifying, comparing, and analyzing two different individuals, societies, or events, based on the primary sources, and be able to put them into a proper historical context. Use both your knowledge of the general time period and specific analysis from the readings, lectures, and online class discussions of these primary sources to help you answer the question. These answers should consist of three paragraphs (one identifying, one comparison, and a final conclusion/analysis paragraph). The long essay should be comparative and comprehensive when answering the question. Students will be expected to go beyond simply repeating material read in the textbook or heard in lectures and go further and deeper by demonstrating a critical understanding about the material in a broader way and show an ability to develop a clear thesis argument, supported by evidence. Evidence consists of direct references to actual historical events and primary sources. This question should be answered in an essay format consisting of 5 paragraphs (introduction with thesis, body, and conclusion). IF you need to make special arrangements, please contact me prior to the deadline.

**Optional Extra Credit:** Students may improve grades by writing an optional essay. However, you must submit other assigned papers to qualify for the extra credit, and you must discuss this project with me in order to agree on the topic and paper requirements.

**Late Assignments:** Any assignment or exam submitted late will be reduced one letter grade minimum, for each calendar day the assignment is late. For Example: IF an assignment is due on Friday, but it is turned in on Monday, this would equal a maximum grade of 70% C, because

it is turned in three days late. IF you have what you believe is an extenuating circumstance, please contact me, and if you have a legitimate reason for being late, I may make allowances.

**Plagiarism:** Read very carefully over the section in the Student Handbook and in this syllabus regarding plagiarism. If you are caught using anyone's words besides your own on any of your papers or other assignments, you will receive an automatic ZERO for that particular assignment. This policy regarding plagiarism also includes any online discussion boards or possible quizzes, for example, if you copy and paste an answer from your textbook or a website on the Internet, you will receive a ZERO for the particular quiz or assignment. You will also be ineligible from writing any possible extra credit paper to make up the ZERO grade.

**Discussion Board Participation:** This course requires that you read the assigned textbook pages, primary source documents, and secondary documents so that you are prepared for the discussion boards, as well as possible pop quizzes, and exams. Your success in this course depends on you being properly prepared before class due dates and participating in the online discussion boards in Blackboard. Discussion boards are the heart and soul of an online class. Since this is an online class, there will be no in classroom attendance requirements. However, there may be some Zoom session requirements at my discretion, which will be announced in a timely manner. I understand that some of you may have jobs and other prior commitments, so please let me know in the event that you will not be able to attend a Zoom meeting.

### Discussion Board Requirements:

Discussion Boards are the heart and soul of any online class since we will not be in an in person classroom. You must write an initial post no later than Wednesday at 11:00 P.M. Central Time. The initial post should be between 300 and 350 words. Once you have your initial post written, you will then be required to respond to two of your classmates' posts. These responses should be substantive, not simply, "I agree," so each of the two posts should be between 100 and 150 words. These responses are due no later than Friday at 11:00 P.M. Central Time.

**Grades:** I will grade your performance in this online class based on the assignments that are completed or missing, and the quality of the work that is completed. A missing assignment will receive a I for incomplete, and will eventually be graded a ZERO if the assignment is not turned in. In addition, the grade for any missing assignment will be a ZERO if the reason for being late is not an acceptable reason.

### Grading Scale:

Your grade will be calculated using the following scale:

Grade Percentage Points

A= 90-100%= 900-1000

B= 80-89%= 800-899

C= 70-79%= 700-799

D= 60-69%= 600-699

E= 0-59%= 0-599

Points will be allotted for each of the activities listed below:

Exams (200 points each): 400 points

Papers/Essays (4 total, 50 points each): 200 points

Discussion Board Participation: 400 points

GRAND TOTAL: 1000 points possible

**Student Disability Services:** In compliance with the policy of Western Kentucky University, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be contacted by phone number at 270- 745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu) . Please DON'T request accommodations directly from the instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

**COVID Policy Statement:** This is an online class, so we will not be in close contact with one another. However, the following is WKU's COVID-19 policy which must be followed in the event you are on campus for another class or event:

“All students are strongly encouraged to get the COVID-19 vaccine. Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in Kentucky, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center (SARC): 270-745-5004 (voice), 270-745-3030 (TTY), or 270-288- 0597 (video). All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. [www.wku.edu/healthyonthehill](http://www.wku.edu/healthyonthehill) .”

**Title IX Policy Statement:** Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault

Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

[https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf)

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and **MUST** report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

## Tutoring:

WKU Center for Literacy Gary A. Ransdell Hall 2066 [literacy.center@wku.edu](mailto:literacy.center@wku.edu)

<http://www.wku.edu/literacycenter/>

The Writing Center: [www.wku.edu/writingcenter](http://www.wku.edu/writingcenter) call (270) 745–5719

The Learning Center: located in the Downing Student Union, 2141. Please call TLC in the Downing Student Union at (270) 745-5065 for more information or to schedule a tutoring appointment. [www.wku.edu/tlc](http://www.wku.edu/tlc)

## HIS 101 Course Calendar/Important Dates:

### **Week One: Martin Luther King, Jr. Holiday Monday January 16**

“Becoming Human” January 17-January 20

**Readings:** Textbook: *Worlds Together Worlds Apart* pgs. 2-45

**Documents:** Rachel Moeller Gorman, "Cooking Up Bigger Brains," Temple Grandin, "Dogs Make Us Human," and Kishlansky, "How to Read a Document"

**Wednesday:** Initial Discussion Board Posts are due by 11:59 PM

**Thursday:** Syllabus Day Zoom Meeting at 5:00 PM

**Friday:** Discussion Board Responses to Classmates due by 11:59 P.M.

### **Week Two: “Rivers, Cities, and First States, 3500-2000 BCE” January 23-January 27**

**Readings:** Textbook: *Worlds Together Worlds Apart* pgs. 46-87 Documents: Ptah-Hotep, "Precepts," "Lament for Ur," and "Environmental Changes Influence Harappan Civilization"

**Wednesday:** Initial Discussion Board Posts are due by 11:59 PM

**Friday:** Discussion Board due by 11:59 P.M.



**Week Three:** January 30-February 3

NO DISCUSSION BOARD POSTS. Focus on writing your first paper on comparing and contrasting Early Civilizations

**Friday:** Essay 1 on Early Civilizations due by 11:59 PM

**Week Four:** “Nomads, Territorial States, and Microsocieties, 2000-1200 BCE” February 6-February 10

**Readings:** Textbook: *Worlds Together Worlds Apart* pgs. 88-125

**Documents:** "The Code of Hammurabi" (pp. 90-93) "Egyptian Account of the Battle of Qadesh" (pp. 99-102) "Shang Dynasty Oracle Bones" (pp. 103- 105)

**Wednesday:** Initial Discussion Board Posts are due by 11:59 PM

**Friday:** Discussion Board due by 11:59 P.M.

**Week Five:** “First Empires and Common Cultures in Afro-Eurasia, 1250-325 BCE” February 13-February 17

**Readings:** Textbook: *Worlds Together Worlds Apart* pgs. 126-163 Documents: “Vedic Hymns to Indra, Agni, and Varuna” (pp. 114-118) Cyrus the Great, "The Decree for the Return of the Jews" (pp. 126-127) Guanxi, "How to Rule" (pp. 137-140)

**Wednesday:** Initial Discussion Board Posts are due by 11:59 P.M.

**Friday:** Discussion Board due by 11:59 P.M.

**Week Six:** “Worlds Turned Inside Out, 1000-350 BCE” February 20-February 24

**Readings:** Textbook: *Worlds Together Worlds Apart* pgs. 164-201

**Documents:** Confucius, “Analects” (pp. 147-149) Mencius, "Humane Government" (pp. 154-158) The Buddha, "Sermons and Teachings" (pp. 157- 161)

NO DISCUSSION BOARD POSTS THIS WEEK. Focus on writing **Essay 2** on comparing and contrasting Buddhism and Confucianism.

**Week Seven:** “Shrinking the Afro-Eurasian World, 350-100 BCE” February 27-March 3

**Readings:** Textbook: *Worlds Together Worlds Apart* pgs. 202-241 Documents: Arthashastra, "Duties of a King" (pp. 162-164) Asoka, "Three Edicts" (pp. 170-172) Livy, “Cato Speaks Against the Repeal of the Oppian Law” (pp. 178-181)

**Wednesday:** Initial Discussion Board Posts are due by 11:59 P.M.

**Friday:** Discussion Board due by 11:59 P.M.

**Mid-terms are next week during Week 8! So STUDY!**

**Week Eight:** March 6- March 10: No discussion boards, focus on your **MID-TERM EXAM.**

**Midterm Exam** is open from 8:00 A.M. Monday March 6 to 11:59 P.M. Friday March 10.

**Week Nine: NO NEW ASSIGNMENTS BECAUSE OF SPRING BREAK March 13-March 17**

**Week Ten:** “Han Dynasty China and Imperial Rome, 300 BCE-300 BC” March 20-March 24.

**Readings:** Textbook: *Worlds Together Worlds Apart* pgs. 242-279

**Documents:** Diodorus Siculus, "On the Slave Revolt in Sicily" (pp. 194-197) "The Debate on Salt and Iron" (pp. 206-209) Sima Guang, "Han Battle Tactics" (pp. 217-219)

NO DISCUSSION BOARD POSTS THIS WEEK. Focus on writing **Essay 3** on comparing and contrasting the Han Dynasty in China to the Roman Empire.

**Week Eleven:** March 27-March 31 “The Rise of Universalizing Religions, 300-600 CE” March 27-March 31.

**Readings:** Textbook: *Worlds Together Worlds Apart* pgs. 280-317

**Documents:** Eusebius, “The Conversion of Constantine to Christianity” (pp. 224-227), Priscus, "The Court of Attila" (pp. 228-231), Han Yu, "Memorial on the Bone of the Buddha" (pp. 247-250).

**Wednesday:** Initial Discussion Board Posts are due by 11:59 P.M.

**Friday:** Discussion Board due by 11:59 P.M.

**Week Twelve:** “New Empires and Common Cultures, 600-1000 CE April 3-April 7

**Readings:** Textbook: *Worlds Together Worlds Apart* pgs. 318-357

**Documents:** "Pact of Umar" (pp. 258-259) Ahmad Ibn Fadlan, "Journey to Russia" (pp. 262-265) Avicenna, “The Life of Ibn Sina” (pp. 271-273).

**Wednesday:** Initial Discussion Board Posts are due by 11:59 P.M.

**Friday:** Discussion Board due by 11:59 P.M.

**Week Thirteen:** “Becoming the World, 1000-1300 CE” April 10-April 14

**Readings:** Textbook: *Worlds Together Worlds Apart* pgs. 358-403

**Documents:** Joseph ben Abraham, "Letter from Aden to Abraham Yijū" (pp. 284-287) Yuan Cai, "The Problems of Women" (pp. 291-294) 'Ala-ad-Din 'Ata-Malik Juvaini, "Genghis Khan: The History of the World Conqueror" (pp. 311-313)

NO DISCUSSION BOARD POSTS THIS WEEK. Focus on writing **Essay 4** on the evolution of the status of women since the times of Genghis Khan

**Week Fourteen:** “Crisis and Recovery in Afro-Eurasia, 1300-1500” April 17-April 21.

**Readings:** Textbook: *Worlds Together Worlds Apart* pgs. 404-439



**Documents:** Ibn Battuta, "Visit to Mombasa and Kilwa, Rhila" (pp. 327- 329) "The Voyages of Zheng He (330-332) Bernal Diaz, "A Spanish View of Tenochtitlan" (pp. 333-334).

**Wednesday:** Initial Discussion Board Posts are due by 11:59 P.M.

**Friday:** Discussion Board due by 11:59 P.M. This will be the last Discussion Board.

**Week Fifteen:** April 24-April 28

**Final Exam Review (STUDY for the FINAL EXAM!) NO DISCUSSION BOARDS**

Extra Credit that you may have worked on after consulting with me is due no later than Friday April 28 at 11:59 P.M.

**Week Sixteen:** May 1-May 4

**FINAL EXAM:** Blackboard will be open from 8:00 A.M. Monday May 1 to 11:59 P.M. Thursday May 4. **NO DISCUSSION BOARDS**

\*The instructor reserves the right to consolidate lessons, expand lessons, or make other changes to this course.