

**(TENTATIVE SYLLABUS – SUBJECT TO CHANGE)**

**WORLD HISTORY TO 1500  
Fall 2018**

**History 101-700 (43891)**

**Blackboard Course**

**Instructor:** Charles Terry Borders

**Office:** Cherry Hall Room 215 A

**Address:** Department of History  
Cherry Hall Room 215 A  
Western Kentucky University  
1906 College Heights Blvd. # 21086  
Bowling Green, Kentucky 42101-1086

**Phone:** (270) 745-3841 HISTORY DEPARTMENT  
I no longer have a personal office phone because of budget cuts. The best way to contact me is Face to Face or via Email

**Fax:** 270-745-2950

**E-Mail:** [Charles.Borders@wku.edu](mailto:Charles.Borders@wku.edu) (preferred method of contact outside of normal Office Hours)

FYI: I normally check email until 7:00 PM during the week and only once or twice on Sundays. I rarely check email on Saturdays

**TEXTBOOKS (REQUIRED)**

- Elizabeth Pollard, Clifford Rosenberg, and Robert Tignor, *Worlds Together, Worlds Apart: Concise edition*, Volume I. W.W. Norton & Company 2015 ISBN: 9780393918472
  - There is also looseleaf version posted on WKU Store ( ISBN: 9780393250930)
- Elizabeth Pollard and Clifford Rosenberg, *Worlds Together, Worlds Apart: A Companion Reader*, Volume I, 2<sup>nd</sup> Edition. W.W. Norton & Company 2016 ISBN: 9780393937770

**Other Course Material: TECHNOLOGY REQUIREMENT**

(See Blackboard for additional information)

(Make sure you have the correct browser and access to Microsoft Word)

**Office Hours:** 8:00 - 9:00; 11:30 – 12:00; & 1:45 – 2:30 MWF

Since I have no scheduled TR classes --- I will only hold walk in Office Hours on these two days. (If you stop by and my office door is open then I will be more than happy to discuss any problems or situations that you may have.)

For additional information; see office door (215 A); and/or course info on Blackboard. I am quite easy to contact outside of office hours. If you are in the neighborhood, try knocking on my office door. However, the most reliable way to contact me outside of my office hours is via email. I check my email regularly during the day and almost every evening around 7:00 PM. In most cases I will respond within 24 hours. If you want to meet in person and you are unable to meet during office hours, please contact me to make an appointment.

(FYI: During the weekend I normally will check my email once or twice – but only on Sunday)

### **A Note on Disability Services:**

#### **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 Accessibility Resource Center (SARC) office located in the Student Success Center in DSU 1074 in Downing Student Union, telephone (270)745-5004 and TDD, (270)745-3030. Per University policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Student Accessibility Resource Center.”

### **Teaching Philosophy for History 101 Course:**

**I am pleased that you are in my World History to 1500 course. Although you may look on this class as just another irrelevant Colonnade Program ‘Foundations’ course, or as merely a stepping-stone to a diploma, I hope you realize as the class proceeds that you will be learning important lifelong skills that will help you in other classes, your career, and your personal life. These are:**

- **important computer skills**
- **critical thinking and critical writing**
- **how to research, collate, organize, and synthesize huge amounts of data**
- **collaborative and social skills**
- **time management**
- **respect for diverse points of views**
- **but above all else, students will engage in active learning**

**This class differs from the traditional lecture course because the emphasis is placed on the student being actively and constantly engaged with the course material. Thus the textbook is a critical and crucial component. Students will be responsible for reading and comprehending basic**

**information presented in the textbook and other outside readings. This material is what will be assigned, discussed, and tested via Blackboard.**

## **HIST 101: World History to 1500**

**Course Description:** This course provides an introduction to our global past while also developing your critical thinking skills. This World History course is designed to help you understand the diversity of and the connections between the world's cultures, ideals, and institutions. In addition, the course 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 instructor will focus on literacy skills to supplement content course work.

This course uses lectures, readings, and class discussions to introduce you to major phases in World History from Antiquity to the Intermediate Era. The course 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 have created and adapted societies and institutions in response to the challenges and opportunities that have confronted them in the past.

**Learning Objectives for Colonnade Program:** This course fulfills the World History requirement in the Foundations category of WKU's Colonnade Program. As part of that program, HIST 101 has the following learning objectives:

Students will demonstrate the 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 Medieval World History including a basic 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 Medieval 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 factual material and primary source material on essay exams.
- Demonstrate 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.

#### Course Requirements (All requirements must be completed to pass the course)

|                      |             |
|----------------------|-------------|
| Exam I               | 75          |
| Exam II              | 75          |
| Exam III (Final)     | 75          |
| 2 Essay Topic Papers | 75          |
| Weekly Assessments   | <u>@125</u> |
| Total Points         | @425 POINTS |

#### Course Grading Scale:

|            |             |
|------------|-------------|
| 100 -- 94% | = A (*****) |
| 93 -- 80%  | = B         |
| 79 -- 70%  | = C         |
| 69 -- 60%  | = D         |
| 59 -- 00%  | = F         |

**Writing Assignments:** Like the discipline of History itself, this course places a strong emphasis upon writing. During the semester you will write at least TWO topic essay papers in which you analyze primary sources and place them in their appropriate historical context. These essays will be evaluated on the following points:

- **Thesis:** Does your essay present a thesis that is easily identifiable, plausible, and clear?
- **Structure:** Is your essay organized in an understandable way that provides appropriate support for your thesis? Do you have clear transitions from point to point in your argument? Do you write in clear paragraphs that provide support for your topic sentences?
- **Use of Evidence:** Do you support your argument with relevant evidence and examples drawn from the primary sources? Do you integrate your examples into your overall argument? Do you provide accurate and relevant factual information? Do you cite your sources correctly?
- **Logic and Argumentation:** Does your argument flow logically? Is it reasonable and sound? Do you make original connections that support your thesis?
- **Mechanics:** Is your word usage, punctuation, and grammar correct? Do you correctly cite sources? Does your essay meet the length requirement?

- **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?

### Topic Essay Papers:

There will be at least two analytical topic essay papers -- based on the assigned primary sources --- for this course totaling at least six (6) pages. You must use the Chicago Manual of Style Citation format: <http://www.chicagomanualofstyle.org>. There must be: a Cover Page and Footnotes (not Endnotes). These essays should be double-spaced, typed, with 1 inch margins and with a 12 point font ---- you can use either Times New Roman, Calibri, or Garamond.

(Specific Assignment information/description and a link to the Chicago Style of Citation ‘Quick Guide’ will be posted within Blackboard “Assignments”)  
(Also, you should look over the “Five Paragraph” Document posted within Blackboard “Assignments”)

### Examinations:

There will be three (3) ESSAY exams administered during the semester. This includes the Final. While the Final is not necessarily comprehensive in nature, students are nevertheless responsible for all materials covered over the course.

Each Exam will consist of three parts drawn from material discussed in class, from the textbook, from Blackboard assignments/discussions, and from the primary documents.

- Short Answer section (Who? What? When? Where? Why? And if pertinent – How?)
- A short essay from the primary documents discussed in class or within Blackboard
- An essay that is comparative and comprehensive in nature.

As a word of caution, it is the responsibility of the student to take **ALL** exams on their scheduled dates. However in cases of emergency, which can be documented, a **Make-Up Exam** will be administered, but only on a date specified by the instructor. Failure to take the Make-Up on the assigned date results in an automatic (0) for the assignment.

### EXAMINATION PROTOCOL:

TESTS I and II CAN BE TAKEN WHEREVER YOU WOULD LIKE -- EVEN IN THE COMFORT OF YOUR OWN HOME -- WITH THE UNDERSTANDING THAT DURING THE TESTING PERIOD YOU WILL NOT USE ANY OUTSIDE MATERIAL (TEXTBOOK; NOTES; PRE-WRITTEN ESSAYS; ETC, -- UNLESS OTHERWISE SPECIFIED)

YOU ARE TO TREAT THE WEB CLASS NO DIFFERENT FOR A REGULAR FACE TO FACE CLASS. THE EXPECTATIONS ARE THE SAME.

As a word of caution, it is the responsibility of the student to take **ALL** exams on their scheduled dates. However in cases of emergency, which can be documented, a **Make-Up Exam** will be administered, but only on a date specified by the instructor. Failure to take the Make-Up on the assigned date results in an automatic (0) for the assignment.

**Quizzes/Discussions:** During the semester you will complete a minimum total of 8 – 10 Blackboard Quizzes and/or Discussion Boards (see either “Tests and Quizzes” or “Discussions”). However similar to the tests, it is the responsibility of the student to take **ALL** quizzes on their scheduled dates. However, unlike the tests, there are **NO** make-up quizzes.

### **Plagiarism:**

In all writing assignments, be careful to avoid any form of intentional or unintentional plagiarism such as copying part or all of another student’s assignments, overusing the ideas in the introduction to texts without citation or copying published (including the Internet) or previously graded work. For a fuller discussion of the definition of plagiarism and the ramifications of academic dishonesty, see above Academic Honesty policy. Also see the handout on plagiarism posted on Blackboard for a more extensive discussion of what can and cannot be considered your own work. Therefore, make sure that you use your words and your ideas since that will earn you a better grade than if you use someone else’s words and ideas. **I will check all student work using plagiarism detection software.**

- a. Pay particular attention to the difference between quoting and paraphrasing another scholar’s work. Changing a few words does not constitute paraphrasing and will be treated as plagiarism. In particular, you can expect that any assignment which merely paraphrases the secondary or introductory material to primary documents to receive a 0.
- b. The purpose of the writing assignments is to develop your ability to think critically. Therefore, your work should not be the result of group work even at the level of just discussing the documents since you run the risk of having your ideas plagiarized or plagiarizing someone else’s ideas. In the case of clear group work, all individuals involved will be given a 0 for the essay(s) involved.
- c. If you submit an assignment previously handed in for this or for another course or written by another person here or at another institution, the instructor will take more serious action.
- d. Any work based on Internet web pages will receive an automatic 0, with the instructor reserving the right to take more serious action.

### **Discussion Boards/ Discussion Board Etiquette:**

To maximize your learning, you are expected to participate actively in the discussion to the extent of contributing a response of at least 100 words per question, and 50 words to other students’ responses.

Your responses should add substance, request clarification, or challenge the assertions made by others. Your postings and responses must include at least one original contribution and at least one substantial response to the postings of fellow students. At least one day (24 hours) must elapse between your original post and between every response. You are expected to read all of your fellow students’ postings on the Discussion Board. Remember, the purpose of this methodology is to stimulate academic debate and not to verbally attack another student. Also, your postings should be made in a timely fashion, as indicated by me. Late postings usually are made in isolation and do not contribute to the debate. Once

the Discussion Board's stated deadline is past; the opportunity to obtain points for that discussion is closed.

Examples of postings that will receive no credit are:

- "I agree" or "I disagree"
- "Stupid conclusion"
- "Wow, I never thought of that"
- "I agree with the info found at [www. CharlesBorders.edu](http://www.CharlesBorders.edu)."
- Or simply providing a quote without substantive discussion

### **Discussion Etiquette:**

Western Kentucky University is committed to open, frank, and insightful dialogue in all of its courses. Diversity has many manifestations, including diversity of thought and opinion. We encourage all learners to be respectful of that diversity and to refrain from inappropriate commentary. Should such inappropriate comments occur, I will intervene as I monitor the dialogue in this course. The following are good guidelines to follow:

1. Never post, transmit, promote, or distribute content that is known to be illegal.
2. Never post harassing, threatening, or embarrassing comments.
3. If you disagree with someone, respond to the subject/issue, not the person.
4. Never post content that is harmful, abusive; racially, ethnically, or religiously offensive, vulgar; sexually explicit; or otherwise potentially offensive.

### **Expectations for Rational and Intellectual Discussion: (*General Statement*)**

In the course you will have the opportunity to learn. Your responsibilities are to maximize your learning (i.e. improve your intellectual understanding) by actively engaging in discussions and course assignments. To take advantage and to meet your responsibilities, you are to:

1. Think critically about the course content and topics
2. Take responsibility for contributing to the learning that takes place in this course
3. Engage in intellectual controversy by taking positions for and against those of your classmates, developing clear rationales for your positions, challenging their reasoning and conclusions, and arguing the issues until you or they are logically persuaded
4. Avoid any form of disrespectful behavior against other students' comments, beliefs, or opinions. Also any form of harassment -- including racist, sexist, homophobic, or threatening comments and behaviors -- will not be tolerated and is a violation of university guidelines. LET'S strive to create a learning friendly environment where respect for all people and diversity of opinion is the standard!
5. Contribute to the dialogue/discussion for every discussion as an individual or as part of a collaborative group by:
  - a. Asking questions
  - b. Responding to questions from fellow students and the sensei
  - c. Making comments and observations

Each student **MUST** make at least two contributions to each individual dialogue each week. I know for some of you this might be difficult because your natural inclination is to listen, not speak. I also know that some topics will be of greater interest to you than others; however, your contribution is expected on a regular basis. Your participation will be monitored during the semester, and your grade will be based not on the quantity, but the quality of your contributions.

## **Study Skills and Course Assistance:**

Should you require academic assistance with this course, or any other General Education Course, there are several places that can provide you with help.

- Contact your professor for an appointment.
- The History Department Academic Success Center in Cherry Hall 202. Graduate Student are available for tutoring and writing assistance, M-F 9-3.
- Another option is [peer or online tutoring](#) offered through The Learning Center (TLC) (located in the Academic Advising and Retention Center, DUC/DSU-A330). TLC tutors in most major undergraduate subjects and course levels throughout the week. To make an appointment, or to request a tutor for a specific class, call 745-6254 or stop by DUC/DSU- A330. Log on to TLC's website at [www.wku.edu/tlc](http://www.wku.edu/tlc) to find out more.
- The Writing Center is located in Cherry Hall 123. Log onto [www.wku.edu/writingcenter](http://www.wku.edu/writingcenter) for more information.
- Study suggestions are also found on the Blackboard and given in class. The instructor may hold occasional, optional study skill sessions.

## **General Grading Rubric/Criteria**

- A** Work is complete, original, and insightful. Classroom Discussion is original and insightful. Student demonstrates written and oral skills, which indicate an in depth understanding of course issues and a high level of analytical skills, with only negligible errors in grammar and style.
- B** Work is complete, meets the level of expectations, and of a quality that is acceptable. Discussion is original with limit insightfulness. Student demonstration of written and oral skills are presented with limited errors in grammar and style.
- C** Work is partially incomplete, late, and /or of a level that only partially meets expectations (lacking in originality and/or insightfulness). Discussion is uninspired and lacks a basic understanding of the issue(s). Written and oral skills only demonstrate a superficial understanding of the course content with little analysis. Assignments contain significant errors in grammar and style.
- D** Work is incomplete, late, and is largely presented in an unacceptable style or format. Discussion is unoriginal and lacks a basic understanding of content and/or issues. Written and oral skills exhibit little analysis and contain significant errors in grammar and style.
- F** Major assignments are missing, incomplete, or excessively late without permission. Discussion is lacking in originality and displays no basic understanding of content and /or issues. Written and oral skills demonstrate lack of effort or lack of understanding of central core concepts

## **Late Assignments:**

Unless you have prior approval, all late assignments will automatically have a letter grade deducted and an additional letter grade will be deducted for every week the assignment is late.



Unless you have prior approval, ALL assignments are to be completed by the student without any outside aid...

**Attendance: (General Statement)**

*Registration in a course obligates the student to be regular and punctual in class attendance. Students who, without previous arrangement with the instructor or department, fail to attend the first two class meetings of a course meeting multiple times per week or the first meeting of a class that meets one time per week MAY be dropped from the course. Nonattendance for a web-based course shall be defined as failure to log on to Blackboard, or other instructor-designed website, within one week of course starts date without previous arrangements with the instructor or department. Instructors may drop a student for nonattendance only during the regular drop/add period of the term. Nonattendance does NOT release students from the responsibility to officially drop any course for which they have enrolled and choose not to complete.*

**Class Withdrawal Policy:**

Students who withdraw after October 19, 2018 will be given a grade signifying their academic status at the time of withdrawal; WP if passing; WF if failing. Remember it is the sole responsibility of the student to carry out the process of class withdrawal completely and correctly.

**Academic Honesty Policy:**

As a student at the Western Kentucky University, you are expected to demonstrate academic integrity, as outlined in the [University Statement on Student Rights and Responsibilities](#) (Judicial Affairs) in all aspects of this course. Violations of this code of conduct include cheating (by giving or receiving unauthorized information before or during an exam or assignment), dishonesty (including misrepresentation and lying) and plagiarism. A fuller definition of the university [Academic Dishonesty](#) policy and the definition of what constitutes plagiarism are found in the *WKU Student Handbook, Undergraduate Catalog, Hilltopics: A Handbook for University Life, and Judicial Affairs*. “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 Judicial Affairs for disciplinary sanctions.” Specialized definitions of plagiarism and of cheating are also given on this syllabus and on the “Essay Writing” handout and are binding to all students in this course. In accordance with Western Kentucky University policy, any student found to have committed academic dishonesty in any aspect of this course can receive sanctions including, but not limited to, a failing grade on the assignment to a failing grade in this course regardless of the credit percentage of the assignment in question. In addition, any student using any outside source of information, whether electronic, web-based, verbal, code, written or print, during an exam will be automatically given a failing grade for the course and prevented from withdrawing from the course.

**WKU’s Title IX Sexual Misconduct/Assault Policy:**

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.

**Extra Credit:** Extra credit is strictly optional.

There will be limited opportunities during the semester to earn extra credit points. The extra Credit points will be determined at the time of the assignment. You may or may not choose to participate in an extra credit assignment. It is your choice; however, your final grade is a cumulative grade point, so it would be to your advantage to participate in as many extra credit assignments as you can possibly can to assure yourself of the grade you desire for this course.

First extra credit assignment.

(Worth up to 15 points)

(Postmarked no later than September 7)

Every semester I ask each student to provide me with a picture of his/her self that he/she believes reflects the best aspects of his/her personality. (Do not provide a picture that is Irreplaceable) In addition to the picture write a short explanation on why this picture best reflects your personality. Your extra credit points will be based on the quality of the picture and the quality of the journal entry.

(Please Note: I do not return these pictures; I staple them to the Info Sheet)

SEND VIA SNAIL MAIL TO:

Charles Borders  
Department of History  
Cherry Hall Room 215 A  
Western Kentucky University  
1906 College Heights Blvd. # 21086  
Bowling Green, Kentucky 42101-1086

Schedule of Classes: Lectures & Reading Assignments: *Subject to change at the Instructor's discretion*

|  |
|--|
| <b>UNIT ONE: ANCIENT WORLD</b><br><b>Social, Technological, and Environmental Transformations to 325 BCE</b> |
|--|

| <i>Date</i> | <i>Lecture Topic</i> | <i>Readings (pages) &amp; Assignments</i> |
|-------------|----------------------|---|
|-------------|----------------------|---|

|      |   |  |
|------|---|--|
| Week | <b>Chapter 1: Becoming Human</b><br>The Origins of Human Societies<br><u>Key Questions:</u> <ul style="list-style-type: none"> <li>What is the relation between population growth and the emergence of agriculture and civilization?</li> <li>What role does the need to control natural resources play in developing social structures?</li> <li>How do technological innovations influence human interaction with the environment?</li> </ul> <u>Evidence and Argument:</u> Becoming Human and Creation Narratives  | <ul style="list-style-type: none"> <li><b>Worlds Together, Worlds Apart</b>, p.2-37.</li> <li><b>Primary Sources:</b> <ol style="list-style-type: none"> <li>Creation narratives, WTWA, p.38-41.</li> <li><i>Reader</i>, p.1-36.</li> </ol> </li> </ul>  |
| Week | <b>Chapter 2: Rivers, Cities and the First States. 3500 – 2000 BCE</b><br><u>Close up:</u> Mesopotamia, Egypt, Indus Valley, East Asia<br><u>Key Questions:</u> <ul style="list-style-type: none"> <li>How did cities in these regions differ from pastoral nomadic communities?</li> <li>What are some similarities and differences among cities and city-states that developed in each region?</li> <li>How were agricultural developments similar and different in East Asia, Mesopotamia, Egypt and the Indus valley from 3500 to 2000 BC</li> </ul> <u>Evidence and Argument:</u> Water, Crops, and War  | <ul style="list-style-type: none"> <li><b>WTWA</b>, p.44-77</li> <li><b>Primary sources:</b> <ol style="list-style-type: none"> <li>Early Writing, WTWA p.78-80.</li> <li>Burials and long-distance trade p.81.</li> <li><i>Reader</i>, p.37-55.</li> <li>Blackboard Document</li> </ol> </li> </ul> |
| Week | <b>Chapter 3: Nomads, Territorial States, and Microsocieties, 2000 – 1200 BCE</b><br><u>Close up:</u> Egypt & SW Asia, Indus Valley, Shang China, Microsocieties<br><u>Key Questions and Comparisons:</u> <ul style="list-style-type: none"> <li>What is the territorial state? Where in Afro-Eurasia did this new form of political organization emerge and thrive?</li> <li>How was the Shang state similar to and different from contemporary developments in Egypt and Mesopotamia? Why?</li> <li>Why do legal codes emerge and what impact do these regulations have on social and economic interaction?</li> </ul> <u>Evidence and Argument:</u> Legal Systems and Ideals of Rule | <ul style="list-style-type: none"> <li><b>WTWA</b>, p.82-113.</li> <li><b>Primary sources:</b> <ol style="list-style-type: none"> <li>Law codes of states and nomads, p.114-117.</li> <li><i>Reader</i>, p.83-106.</li> <li>Legal Codes posted on Blackboard</li> </ol> </li> </ul>                  |
| Week | <b>Chapter 4: First Empires and Common Cultures in Afro-Eurasia. 1250-325 BCE</b><br><u>Close Up:</u> Ancient Near East, Mediterranean World, South Asia, China<br><u>Key Questions and Comparisons:</u> <ul style="list-style-type: none"> <li>What are the common features of empires across Eurasia from 1250 to 325 BCE?</li> <li>How did people on the margins of empires interact with them?</li> <li>What role did religious or cultural developments play in creating unified states or cultures in Persia, the Zhou Dynasty and south Asia?</li> </ul> <u>Evidence and Argument:</u> Culture and Social Power  | <b>WTWA</b> , p.120-151.<br><b>Primary sources:</b> <ol style="list-style-type: none"> <li>Consolidating early empires p.152-4.</li> <li><i>Reader</i> p.107-132.</li> <li>Blackboard Document</li> </ol>  |
| Week |   |  |

| <b>UNIT TWO: CLASSICAL EMPIRES</b><br><b>Organization and Reorganization of Human Societies, ca. 600BCE to ca. 600 CE</b> |                                      |                 |
|---|--------------------------------------|-----------------|
| <i>Date</i>   | <i>Lecture Topic and Assignments</i> | <i>Readings</i> |

|      |  |   |
|------|--|---|
| Week | <b>Chapter 5: Worlds Turned Inside Out. 1000-350 BCE</b><br><u>Close up:</u> China, South Asia, Mediterranean World, Sub-Saharan Africa, the Americas.<br><u>Key Questions and Comparisons:</u> <ul style="list-style-type: none"> <li>How does political unrest influence the development of ethical systems?</li> <li>How do ethical systems both reinforce and challenge political relationships?</li> <li>How do different civilizations create cultural unity?</li> </ul> <u>Evidence and Argument:</u> Ethical Systems   | <b>WTWA:</b> 158-189.<br><br><b>Primary Sources:</b> <ol style="list-style-type: none"> <li>Axial Age Ideas, WTWA, p. 190-193.</li> <li><i>Reader</i>, p. 133-152.</li> <li><i>Reader</i>, p. 159 - 162</li> </ol>              |
| Week | <b>Chapter 6: Shrinking the Afro-Eurasian World. 350-100 BCE</b><br><u>Close up:</u> Hellenistic Eurasia, Mauryan India, Silk Roads, Buddhism<br><u>Key Questions and Comparisons:</u> <ul style="list-style-type: none"> <li>How do political leaders try to impose culture on conquered peoples, and how do those conquered peoples respond?</li> <li>How did military conflict and cultural movements help create unity within the Hellenistic world and in South Asia?</li> <li>What is the connection between trade and cultural transfer?</li> </ul> <u>Evidence and Argument:</u> Cultural Interactions and Ethnic Identity | <b>WTWA:</b> 196-227.<br><br><b>Primary Sources:</b> <ol style="list-style-type: none"> <li>Cultural Exchange, WTWA, p. 228-9.</li> <li><i>Reader</i>, p. 148 - 152</li> <li><i>Reader</i>, p. 153-182.</li> </ol>              |
| Week | <b>Chapter 7: Han Dynasty China and Imperial Rome. 300 BCE-300 CE</b><br><u>Close up:</u> Roman Republic, Qin China, Roman Empire, Han China<br><u>Key Questions and Comparisons:</u> <ul style="list-style-type: none"> <li>How do the military demands of conquest and defense affect social and political organizations?</li> <li>How does the creation of large states lead to new networks and new institutions?</li> <li>How do political leaders try to impose culture on conquered peoples, and how do those conquered peoples respond?</li> </ul> <u>Evidence and Argument:</u> Political Theory and Imperial Propaganda  | <b>WTWA:</b> 232-261.<br><br><b>Primary Sources:</b> <ol style="list-style-type: none"> <li>Maintaining Order, WTWA, p. 262-3.</li> <li>Images of Power, WTWA, p. 264-5.</li> <li><i>Reader</i>, 183-204.</li> </ol>            |
| Week | <b>Chapter 8: The Rise of Universal Religions. 300-600 CE</b><br><u>Close up:</u> Gupta India, Late Roman Empire, Sassanian Persia, Sub-Saharan Africa, Mesoamerica<br><u>Key Questions and Comparisons:</u> <ul style="list-style-type: none"> <li>How do transregional religions emerge?</li> <li>What role do political leaders play in the organization and spread of transregional religions?</li> <li>What is the relationship between adherents of new religions and other religious groups?</li> </ul> <u>Evidence and Argument:</u> Transregional Religions   | <b>WTWA:</b> 266- 297.<br><br><b>Primary Sources:</b> <ol style="list-style-type: none"> <li>Religious tourism, WTWA, p. 298-299.</li> <li>Images of Holiness, WTWA. p. 300-301.</li> <li><i>Reader</i>, p. 205-229.</li> </ol> |
| Week |  |   |

| <b>IT THREE: INTERMEDIATE ERA</b><br><b>Expanding Horizons, Transregional Encounters, and Transformations, ca. 600 to 1500CE</b> |                               |          |
|--|-------------------------------|----------|
| Date   | Lecture Topic and Assignments | Readings |

|      |  |  |
|------|--|--|
| Week | <b>Chapter 9: New Empires and Common Cultures. 600-1000 CE</b><br><u>Close up:</u> Early Islamic States, Tang China, Early Medieval Europe<br><u>Key Questions and Comparisons:</u> <ul style="list-style-type: none"> <li>What is the relationship between adherents of new religions and other religious groups?</li> <li>How do religions change as they spread?</li> <li>How does demographic and environmental change influence smaller-scale and nomadic groups?</li> <li>How does the interaction between settled states and nomadic societies shape both?</li> </ul> <u>Evidence and Argument:</u> Cultural Change and Religious Conversions | <b>WTWA:</b> 302-335.<br><br><b>Primary Sources:</b> <ol style="list-style-type: none"> <li>Women, Faith, Empire, WTWA, p. 336-7.</li> <li>Religious Knowledge, WTWA, p. 338-9.</li> <li><i>Reader</i>, p. 230-255.</li> <li><i>Reader</i>, p. 226 -229</li> </ol> |
| Week | <b>Chapter 10: Becoming the World. 1000-1300 CE</b><br><u>Close up:</u> China from Sui to Song; Silk Road, Delhi Sultanate, Mongols<br><u>Key Questions and Comparisons:</u> <ul style="list-style-type: none"> <li>How do societies preserve, rebuild, or extend past achievements?</li> <li>How can cultural connections cut across political boundaries?</li> <li>How is social and political organization shaped by frequent warfare?</li> <li>Does cultural interchange most often result in disruption or accommodation?</li> </ul> <u>Evidence and Argument:</u> Encountering the Other   | <b>WTWA:</b> 340-375.<br><br><b>Primary Sources:</b> <ol style="list-style-type: none"> <li>World Travelers, WTWA, p. 376-8.</li> <li>World Maps, WTWA, p. 380-1.</li> <li><i>Reader</i>, 256-280.</li> </ol>  |
| Week | <b>Chapter 11: Crisis and Recovery in Afro-Eurasia. 1300-1500 CE</b><br><u>Close up:</u> Ming China, Ottoman Empire, Medieval Europe<br><u>Key Questions and Comparisons:</u> <ul style="list-style-type: none"> <li>What are the difficulties involved in maintaining large empires?</li> <li>How are different societies affected by crises like foreign conquest or pandemics?</li> <li>Which fourteenth-century crisis had the greatest impact throughout Afro-Eurasia and why?</li> </ul> <u>Evidence and Argument:</u> From the Black Death to a New Order   | <b>WTWA:</b> 382-413.<br><br><b>Primary Sources:</b> <ol style="list-style-type: none"> <li>The Black Death, WTWA, p. 414-5.</li> <li>Images of Community, WTWA, p. 416-7.</li> <li><i>Reader</i>, 295-319.</li> </ol>   |
| Week | <b>Discussion and Review</b>   |  |
|      | <b>Final Exam:</b>   | To Be Determined   |

**WESTERN KENTUCKY UNIVERSITY IS AN EQUAL EDUCATION AND  
EMPLOYMENT OPPORTUNITES UNIVERSITY**

**THE ABOVE SCHEDULE AND PROCEDURES IN THIS COURSE ARE SUBJECT TO  
CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES**

**A FEW IMPORTANT DATES FOR FULL SEMESTER COURSES**

(Also: Check Blackboard Assignments throughout the semester for Due Dates specific for this course)

|                 |   |
|-----------------|---|
| August 27       | Day and Evening Classes begin   |
| September 3     | <b>Labor Day (No Classes)</b>   |
| September 4     | Last day to add a full-semester course  |
|                 | Last day to drop a full-semester course without a grade   |
|                 | Last day to change a full semester course from audit to credit  |
|                 | Last day to receive 100% refund for a class   |
|                 | Last day to register for a full –time course load   |
| September 5     | \$50 Schedule Change Fee begins   |
| September 10    | Last day to receive 50% refund  |
| September 17    | Last day to receive any refund for a full semester course   |
| September 20    | Last day to apply for 2018 December graduation  |
| October 11 – 12 | <b>Fall Break</b>   |
| October 15      | Classes resume  |
|                 | Priority registration for 2019 winter term begins   |
| October 19      | Last Day to drop a class with a W   |
|                 | Last Day to change a class from a credit to audit   |
| October 23      | Priority registration for 2019 spring semester begins   |
| October 26      | 60% point of the fall semester  |
| November 9      | Last day students may remove an incomplete from the 2018 spring semester or 2018 summer term            |
| November 21     | <b>Thanksgiving break begins</b>  |
| November 26     | Classes resume  |
| December 7      | Roster Freeze   |
| December 10 -14 | <b>FINALS</b>   |
|                 | <u>Test III will be administered during Finals' Week</u><br>(Tentatively scheduled for December 8 – 11) |
| December 18     | Final Grades Due by Noon  |