

Western Kentucky University
Spring 2022

HIS 101: World Civilization to 1500

Professor Kathryn Reetzke

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Office: Cherry 231

Hours: By appointment only

Course Description:

This course introduces our global past and develops critical thinking skills. It emphasizes both diversity and connections among the world's cultures, ideals, and institutions. In addition, it introduces 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 it emphasizes the reading of primary texts, this course teaches literacy skills as well as content. This course uses lectures, readings, and class discussions to introduce you to major phases and themes in World History up to 1500 CE. Exploring change over time will be a major theme of this course. The basic question all historians ask is, "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 requires 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 world history to 1500 C.E. and compare aspects of political, religious, economic, and social, and intellectual systems from Ancient and Intermediate Era World civilizations.
- Describe and analyze the emergence and impact of cultural contact from 3000 B.C.E. to 1500 C.E. (e.g. emergence of stable states, changing philosophical and religious systems, 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.

Required Reading Materials:

Required Textbook:

Adelman, Jeremy, Ed., “Worlds Together Worlds Apart 3rd 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.

Academic Honesty Statement:

All turned in assignments must be your own original work. As a student at Western Kentucky University, you are expected to demonstrate academic integrity, as outlined 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 turning in work that is not your own—including, but not limited to, copying from a book/article, 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 conform to Chicago Manual of Style. Information detailing this format 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 academic dishonesty. Cases of academic dishonesty may be referred to the Office of Judicial Affairs for review, where the sanctions for academic dishonesty outlined in the WKU Student Handbook and available online at <http://www.wku.edu/judicialaffairs/sanctions.php> may be applied.

Exams:

There will be two written essay exams given during the semester on Blackboard. The exams will consist of 3 parts. Both exams end a distinct unit and are drawn from the textbook, lectures, and primary readings covered in that unit.

Part I: short answer Identifications (Who? What? Where? When? Why significant?). These are based on the weekly writings and discussion assignments. There may be some multiple choice, T/F, or fill in the blank mixed in with short answer questions.

Part II: short essay identifying, comparing, and analyzing a pair of quotes from the primary source readings into a historical context. Use both your knowledge of the general time period and specific analysis from the in-class discussions of these primary sources for this section. These should consist of two to three paragraphs (one identifying, one comparison, and a final conclusion/analysis).

Part III: long essay that is comparative and comprehensive. Students will be expected to go beyond simply repeating material read in the textbook or heard in lectures to demonstrate a critical understanding about the material in a broader way and an ability to develop a clear thesis argument, supported by direct references to historical events AND primary sources. This should be in essay format: 5 paragraphs (introduction with thesis, body, and conclusion).

Make up Exams will only be given if prior arrangements have been made with the Professor.

Papers:

You will be required to write four (double-spaced, typed, 1 inch margins, 12-point Times Roman font) 350 word essays **WITH FOOTNOTES** based on the assigned **PRIMARY SOURCES**. Papers must use the Chicago Manual of Style citation for formatting footnotes and the bibliography. For a handy reference to this latter style sheet, use the following link:

http://www.chicagomanualofstyle.org/tools_citationguide.html.

Each essay is due at the *beginning* of class, with an electronic copy posted on Blackboard.

YOU SHOULD NOT USE ANY OTHER SOURCES BUT THOSE ASSIGNED, INCLUDING ANYTHING FROM THE INTERNET OR THE LIBRARY.

Extra Credit: You can improve your grade by writing an optional essay. Worth up to 30 extra points that count towards your overall grade. You must submit other assigned papers to qualify for the extra credit.

Late Assignments: Will be reduced one letter grade *per calendar day* they are late. For Example: Due on Friday, turned in on Monday, equals a **maximum grade** of 70% C.

Plagiarism: Read carefully over the section in your Student Handbook and this syllabus about plagiarism. If you are caught using another's words on any of your papers or other assignments, you will receive an automatic 0 for that assignment. (This also includes any online discussion boards or quizzes, ie: if you copy and paste an answer from your textbook or the Internet, you will receive a 0 for the entire quiz or assignment.) **You will also be disqualified from writing the extra credit paper.**

Participation and Classroom Behavior:

This course requires that you read the assigned textbook pages, primary source documents, and secondary documents so that you are prepared for in-class discussion and quizzes. Your success in this course relies heavily upon your preparation *before* class. **Attendance:** Any student who misses ten or more classes will receive a failing grade for the course regardless of your previous performance in the course. I check attendance based on when you log-on and what assignments are completed or missing.

Grading Scale:

Your grade will be calculated using the following scale:

Grade	Percentage	Points
A=	90-100%=	700-765
B=	80-89%=	650-699
C=	70-79%=	500-549
D=	60-69%=	450-499
E=	0-59%=	0-449

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

Exams (100 pts each)	200 points
Papers/Essays (4 total)	100 points
Weekly Writings/Quizzes/Participation	470 points
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	770 points possible

Student Disability Services:

In compliance with University policy, 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 reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

COVID Policy Statement:

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](tel:270-745-5004) (voice), [270-745-3030](tel:270-745-3030) (TTY), or [270-288-0597](tel: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

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

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

The Writing Center: www.wku.edu/writingcenter or 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

HIS 101 Course Calendar/Important Dates:

Spring 2022

- Week One: "Becoming Human"
Jan. 18-21 **Readings:** Book 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: Syllabus Day Zoom Meeting at 7:30pm
Friday: Discussion Board due by 11pm
- Week Two: "Rivers, Cities, and First States, 3500-2000 BCE"
Jan. 24-28 **Readings:** Book 46-87
Documents: Ptah-Hotep, "Precepts," "Lament for Ur," and "Environmental Changes Influence Harappan Civilization"
Tuesday: Early Civilization Project
Thursday: Discussion Board due by 11pm

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Week Three:
Jan. 31-Feb. 4

Monday: Labor Day Holiday, Campus Closed
Tuesday: Writing in History Zoom Meeting 7:30pm
Thursday: Introduction and Thesis Statement for Essay I due by 11pm

Week Four:
Feb. 7-11

“Nomads, Territorial States, and Microsocieties, 2000-1200 BCE”
Readings: Book: 88-125
Documents: "The Code of Hammurapi" (pp. 90-93) "Egyptian Account of the Battle of Qadesh" (pp. 99-102) "Shang Dynasty Oracle Bones" (pp. 103-105)
Tuesday: Essay I Due by 11pm
Thursday: Discussion Board due by 11pm

Week Five:
Feb. 14-18

“First Empires and Common Cultures in Afro-Eurasia, 1250-325 BCE”
Readings: Book: 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) Guanzi, "How to Rule" (pp. 137-140)
Tuesday: Quiz due Tuesday by 11pm
Thursday: Discussion Board due by 11pm

Week Six:
Feb. 21-25

“Worlds Turned Inside Out, 1000-350 BCE”
Readings: Book: 164-201
Documents: Confucius, “Analects” (pp. 147-149) Mencius, "Humane Government" (pp. 154-158) The Buddha, "Sermons and Teachings" (pp. 157-161)
Tuesday: Chapter 5 Chart due by 11pm
Thursday: Discussion Board due by 11pm

Week Seven:
Feb. 28-March 4

“Shrinking the Afro-Eurasian World, 350-100 BCE”
Readings: Book: 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)
Tuesday: Quiz due by 11pm
Wednesday: Midterm Exam Review (Zoom meeting at 7:30pm)

Week Eight:
March 7-11

Midterm Exam open Monday 8am-Friday 11pm

Week Nine:
March 14-18

SPRING BREAK

Week Ten:
March 21-25

“Han Dynasty China and Imperial Rome, 300 BCE-300 BC”
Readings: Book: 242-279

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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)

Thursday: Han vs. Roman Empire Chart due by 11pm

Week Eleven:
March 28-April 1

“The Rise of Universalizing Religions, 300-600 CE”

Readings: Book: 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)

Tuesday: Powerpoint Activity for Chapter 8 due 11pm

Thursday: Discussion Board due by 11pm

Week Twelve:
April 4-8

“New Empires and Common Cultures, 600-1000 CE

Readings: Book: 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)

Tuesday: Quiz due by 11pm

Thursday: Discussion Board by 11pm

Week Thirteen:
April 11-15

“Becoming the World, 1000-1300 CE”

Readings: Book 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)

Thursday: Discussion Board due by 11pm

Friday: Essay II due by 11pm

Week Fourteen:
April 18-22

“Crisis and Recovery in Afro-Eurasia, 1300-1500”

Readings: Book: 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)

Week Fifteen:
April 25-29

Final Exam Review on Zoom Tuesday 7:30pm

Extra Credit due by Friday at 11pm

Week Sixteen:

Final Exam May 2-5

(open on Blackboard Monday 8am-Thursday 11pm)