

Western Kentucky University
Fall 2024 Online
HIS 101: World Civilization to 1500

Professor Kathryn Reetzke
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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.

Online Learning:

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Weekly interactive assignments
- Faculty participation in weekly discussion boards,
- Weekly announcements, and
- Timely and detailed feedback on assignments provided within one week of submission.

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:

Textbook: Adelman, Jeremy, Ed., “Worlds Together Worlds Apart,” Concise 4th Edition, Vol 1: Beginnings through the Fifteenth Century, (Norton: 2024) ISBN: 978-1-324-06432-9*

*Copies of this book are available at the WKU Bookstore as a printed book, or in a variety of other formats, including rental paper copies. You can also buy an Ebook directly from W.W. Norton, the publisher.

Primary Document Readings: Free on our course Blackboard site

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.

AI Policy:

In general, I expect that the work you submit in this class to be your own. You are not authorized to use artificial intelligence (AI) tools such as *ChatGTP*, *COPY.Ai*, *Jasper*, *AnyWord*, *Grammarly*, or *Bard* in this course. Again, unless permission is granted, you are expected to complete assignments without substantive assistance from others, including AI tools. Tutors are a more appropriate and a free source to help you develop ideas and edit your writings.

Artificial intelligence (AI) tools such as Word Editor, *Wordtune*, and *ProWritingAid* may be used for editing your own writings, correcting citations, or correcting spelling with limited sentence structure changes with appropriate citations, but NOT for the actual content of your papers, thesis statements, or group projects. Anytime you use these tools, you must cite them in a footnote at the end of your assignment. I want to hear your voice through your writing, not a generic answer “tuned” for academic voice or entirely created by AI.

Examples of how to cite AI tools are available at <https://libguides.wku.edu/stylewrite/ai>.

If you are caught using AI generated content for ANY assignment (I will be putting text into AI detection programs) you will fail that assignment, you may fail the course depending on the weight of that assignment, and you will be reported for Academic Dishonesty to the University.

If you are unsure if you are using AI tools appropriately in this course, I encourage you to contact me at kathryn.reetzek@wku.edu.

Tutoring:

WKU Center for Literacy: Gary A. Ransdell Hall 2066 literacy.center@wku.edu

Writing Center Assistance:

The Writing Center on the Bowling Green campus will have writing tutors available to offer advice to current WKU students on any stage of their writing projects. WKU students may also request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for

making appointments. Walk-in feedback is available unless we are booked up. Students may also get short writing questions answered via email; just put “Quick question” in the subject line to (writingcenter@wku.edu). 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

History Tutoring

The History Success Center provides free tutoring services for all students enrolled in history classes, including HIS 101. Tutors are available to go over any aspect of the class, including essays, reading comprehension, exam preparation, and study skills. The tutors this semester are Claire, Sam, Hunter, Megan, Bridget, and Alexander. Drop-in appointments will be offered in Cherry Hall 202 from 10am-3pm on weekdays. Zoom appointments are also available. To make an appointment for free History tutoring, visit <https://calendly.com/wkuhistory/>

STUDENTS ARE REQUIRED TO MEET WITH A TUTOR TWICE A SEMESTER AND NOTE THE NAME AND TIME YOU HAD YOUR TUTORING SESSION ON THE ASSIGNMENT YOU RECEIVED TUTORING ON. IF YOU DON'T MEET THIS REQUIREMENT, YOU CANNOT EARN POINTS FOR ANY OF YOUR UNIT PAPERS.

Papers:

You will be required to write four (double-spaced, typed, 1 inch margins, 12-point Times Roman font) 375-word essays **WITH FOOTNOTES** based on the assigned **PRIMARY SOURCES**. These will be based on the 4 units of our course materials, and due dates are outlined in the Course Calendar at the end of this syllabus. We will have a writing lab at the beginning of the semester, and I will lay out more of the specifics and a grading rubric so you can be aware of how I will be assessing these unit papers. Students must use Microsoft Word when submitting written assignments, it can be downloaded for free here: [ITS - WKU Licensed Software | Western Kentucky University](#)

Papers must use the Chicago Manual of Style citation for formatting footnotes. Please include the word count in the last footnote of the paper. For a handy reference to this format style, use the following link: http://www.chicagomanualofstyle.org/tools_citationguide.html.

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 completing a variety of extra credit items. You must submit other assigned papers and assignments to qualify for extra credit. Opportunities will be announced and given throughout the semester. You can find this under the “Extra Credit” tab on Blackboard. All extra credit unless noted with a due date should be submitted by the end of Week 15.

Participation and Classroom Behavior:

A primary portion of your grade in this course relates to the learning community we will establish and grow throughout the semester. Because of this, it is important for you to prepare ahead of the chapter or primary document discussions. The activities we do online relate directly to your academic growth not only as a Historian, but also as a member of our class community. Your success in this course relies heavily upon your preparation *before* class. **Any student who misses ten or more classes will receive a failing grade regardless of your previous performance in this course. Days missed for this online course relate to when you have logged in and completed assignments.**

Grading Scale:

Your grade will be calculated using the following scale (*subject to change*):

Grade	Percentage	Points
A=	90-100%=	700-750
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:

Unit Papers (50 pts each, final paper 75)	225 points
Chapter Activities/Projects	300 points
Discussion Boards/Primary Activities	225 points
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	750 points possible

ADA 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, Room 1074. The 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 accommodation directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX Policy Statement:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation \(#0.070\)](#) and [Discrimination and Harassment Policy \(#0.2040\)](#). 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 Executive Director, Office of Institutional Equity/Title IX

Coordinator, Ena Demir, 270-745-6867 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.

Pregnant and Parenting Students:

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, based on pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU’s Title IX Website at www.wku.edu/titleix/ under the heading, “Pregnancy or Pregnancy-Related Conditions.” Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU’s Title IX Website at www.wku.edu/titleix/.

HIS 101 Course Calendar/Important Dates:

UNIT 1: Origins and Early Writings

Week 1 Aug 20-25 th	<i>Becoming Human</i> Readings: Ch. 1, pgs. 3-22, 39-41 (See also: maps on 30-31, 32-33, 35, and 38) Documents: (Primary) Pgs. 44-49 “The Sacrifice of Purusha,” “Genesis 1:1-31,” “The Creation of the Universe,” <i>Popul Vuh</i> , and Yoruba “Creation Narrative.” (Secondary) Rachel Moeller Gorman, “Cooking Up Bigger Brains” and Temple Grandin, “Dogs Make Us Human.” Wednesday: Syllabus Day , Ethnocentrism in History Activity, and Prehistoric Art pgs. 50-51 Saturday: Secondary and Primary Document Comparison and AI Use Policy agreement
Week 2	<i>Rivers, Cities, and First States (3500-2000 BCE)</i>

Aug 26-31st

Readings: Ch. 2 pgs. 53-89

Documents: (Primary) Early Writings, pgs. 92-95 and **(Secondary)** "Environmental Changes Influence Harappan Civilization"

Wednesday: Ch. 2 and Perspective Sheet Activity, Visual Evidence and Burials pgs. 96-97

Saturday: Primary Document Discussion and Early Civilization Project due on Blackboard before class.

Week 3
Sept. 2-7th

History Writing and Formatting

Wednesday: Writing in History lab 7:30pm Central Time Zoom, have Microsoft 365/Word downloaded beforehand. Click here for download:

[ITS - WKU Licensed Software | Western Kentucky University](#)

Saturday: Abstract for Unit 1 paper due on Blackboard and Prep for

Week 4
Sept. 9-14th

Nomads, Territorial States, and Microsocieties, 2000-1200 BCE

Readings: Ch. 3, pgs. 99-133

Documents: *The Code of Hammurabi* (pgs. 136-139), *The Code of Manu* (pgs. 141-143), and *The Birth of Hatshepsut* (Middle Kingdom Egypt) on Blackboard.

Wednesday: Ch. 3 Activity, Museum Activity

<https://www.themorgan.org/exhibitions/she-who-wrote> and Primary Document Discussion due by 11pm

Saturday: Unit 1 paper Due with Assessment Questions due by 11pm on Blackboard

UNIT 2: Conflicts, Religion, and Law

Week 5:
Sept. 16-21st

First Empires and Common Cultures in Afro-Eurasia, 1250-325 BCE

Readings: Ch. 4, pgs. 158-181 (start with The Persians)

Documents: Cyrus the Great's "Decree for the Return of the Jews," the Hebrew passage in Ezra of Cyrus' Decree, and Herodotus' *Queen Tomyris of the Massagetai and the Defeat of the Persians under Cyrus*. (On Blackboard)

Wednesday: Chapter 4 Activity in class, Visual Artifacts pgs. 190-191

Saturday: Primary Document Discussion board due by 11pm.

Week 6:
Sept. 23-28th

Worlds Turned Inside Out, 1000-350 BCE

Readings: Ch. 5 pgs. 193-227

Documents: Confucius, *Analects* (pgs. 232-233), Buddha, *The Dhammapada* (pgs. 233-234), and Lao Tzu, *Dao De Jing* excerpt on Blackboard.

Wednesday: Chapter 5 Chart Activity, Oral Traditions Activity, and Visual Artifacts (pgs. 236-237), due by 11pm.

Saturday: Primary Document Discussion due by 11pm.

Week 7:

Shrinking the Afro-Eurasian World, 350-100 BCE

- Sept. 31-Oct. 5th **Readings:** Ch. 6, pgs. 239-275
Documents: Arrian, Alexander and the Indian Sages from *Anabasis of Alexander* (pgs. 279-280), Asoka, *Kalinga Edict* (pgs. 280-282), and I Maccabees Ch. 2 (on Blackboard)
Wednesday: Chapter Activity, Hellenism and the Silk Road, Visual Artifacts pgs. 286-287, due by 11pm
Saturday: Primary Document Discussion **and Unit 2 Abstract due by 11pm**
- Week 8: **Fall Break Oct. 8-10th (all week this class only, work on Unit 2 paper)**
- Week 9:
Oct. 14-19th *Han Dynasty China and Imperial Rome, 300 BCE-300 CE*
Readings: Ch. 7, pgs. 289-325
Documents: Ban Zhao, *Lessons for Women* (pgs. 331-332), Musonius Rufus, "On Women's Education in Rome" (pgs. 332-333), *The Twelve Roman Tables* and *The Book of Han Shu* (on Blackboard)
Wednesday: Rome vs. Han China Activity
Saturday: Primary Document Discussion,
Unit 2 paper Due with Assessment Questions due by 11pm

UNIT 3: Culture Perspectives and Trade

- Week 10:
Oct. 21-26th Secondary Sources in History Week
Wednesday: Library Project due by 11pm
Saturday: Oral Traditions from Africa and North America and using them to understand the past quiz due by 11pm.

due by 11pm
- Week 11:
Oct. 28-Nov. 2nd *The Rise of Universalizing Religions, 300-600 CE*
Readings: Ch. 8, pgs. 337-375.
Documents: Socrates, "Recovery of the Cross of Christ by Helena" in *Ecclesiastical History* (pgs. 378-380), Egeria, *Diary of a Pilgrimage* (pgs. 380-381), Priscus, "The Court of Attila," Han Yu, "Memorial on the Bone of the Buddha" both on Blackboard
Wednesday: Chapter Discussion over World Religions due by 11pm
Saturday: Primary Document Discussion due by 11pm.
- Week 12:
Nov. 4-9th *New Empires and Common Cultures, 600-1000 CE*
Readings: Ch. 9, pgs. 389-427
Documents: Surah 4 "On Women," from the *Quran* (pgs. 430-431), *Analects for Women* by Song Rouxin and Song Ruozhao (pgs. 433-434), and Unn the Deep-Minded, from the *Laxdale Saga* (pgs. 434-435).
Wednesday: Chapter Activity and Visual Artifacts (pgs. 436-437), due by 11pm.
Saturday: Primary Document Discussion and **Abstract Unit 3 paper due by 11pm.**

Week 13:
Nov. 11-16th *Becoming the World, 1000-1300 CE*
Readings: Book pgs. 439-479
Documents: Joseph ben Abraham, "Letter from Aden to Abraham Yijū,"
'Ala-ad-Din 'Ata-Malik Juvaini, "Encountering Mongol Women: Two
European Observations" by Giovanni DiPlano Carpini (1245-1247) &
Marco Polo (1254-1324).
Wednesday: Chapter Discussion and Visual Sources (pgs. 490-491)
Saturday: Discussion over Primary Documents
**UNIT 3 paper due (Colonnade Paper) with Assessment Questions by
11pm**

UNIT 4: Crisis and Recovery

Week 14:
Nov. 18-23rd *Crisis and Recovery in Afro-Eurasia, 1300-1500*
Readings: Book: 493-525
Documents: Ibn Battuta, "Visit to Mombasa and Kilwa in Rhila," "The
Voyages of Zheng He, Bernal Diaz, "A Spanish View of Tenochtitlan," on
Blackboard.
Wednesday: Book Chapter Discussion and Visual Sources (pgs. 536-537)
Saturday: Primary Document Discussion due by 11pm

Week 15:
Nov. 25-29th Silk Road Activity Week
Wednesday: Unit 4 paper Abstract due by 11p
Saturday: No Class Thanksgiving Holiday
All Extra Credit due by Friday at 11pm

Week 16:
**Unit 4 paper with Assessment Questions
due by December 4th**