

Hist 1210, World History 1

Spring 2013, Tuesday and Thursday 9:40-11:05am (01) http://faculty.tnstate.edu/edachowski/world_history_i.htm

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TEXTBOOK, READINGS, AND OTHER RESOURCES

Peter von Sivers, Charles A. Desnoyers, George B. Stow. Patterns of World History. Brief Edition. Volume One. Oxford University Press [=Patterns]

Candace R. Gregory, Carey Roberts, H. Michael Tarver, Sources in Patterns of World History. Vol. 1: To 1600. Oxford University Press [=Sources].

Web support for Patterns of World History: <http://www.oup.com/us/companion.websites/9780195332872/>

Web readings (see reading list for titles and URL).

Oxford Reference Books Online Premium (available through TSU library page under ebooks/ebook collections)

www.quia.com/pages/hist121tsu.html (This site contains study games in a user-friendly format.)

COURSE DESCRIPTION

"HIST 1210, 1220 World History I, II (3, 3) (Formerly HIST 121, 122). A survey of the major societies and civilizations of Asia, Africa, the Middle East, and the West—their geography, major economic and social structures, political systems, religions, and philosophies. The first semester covers from pre-history to about 1500 CE, and the second semester covers from 1500 to the present. Required of all History majors." (Tennessee State University, Undergraduate Catalog 2011-2013, p. 117).

Note that there are no prerequisites for this course. This course is required for History majors, for students needing remediation in Social Studies, and for students pursuing licensure to teach in elementary school. Students may also use this course as a Humanities Elective in the General Education requirement (if not using the course for remediation).

COURSE PURPOSE AND GOALS

This course will also help you improve these liberal arts goals (as outlined in the "Philosophy of General Education," Tennessee State University, Undergraduate Catalog, 2011-2013, pp. 51-52):

- *Liberal learning (study of the social sciences)
- *Literacy (through reading and writing exercises)
- *A tough-minded rationality (through problems brought up in lectures, readings, and discussions)
- *Historical Consciousness (through study of over 20,000 years of history)
- *An appreciation for cultural diversity (through study of the roots of the major religious systems of the world and the cultures of Europe, Africa, Asia, and the Americas)
- *Values (through consideration of the religious, philosophical, and political systems of the past and how individuals made difficult choices throughout history)

This course will also help you gain understanding the "Ten Thematic Strands of Social Studies" as defined by the National Council for Social Studies (www.socialstudies.org/standards):

1. Culture
2. Time, continuity, change
3. People, places, and environment
4. Individual development and identity
5. Individuals, groups, and institutions
6. Power, authority, and governance
7. Production, distribution, and consumption
8. Science, technology, and society
9. Global connections
10. Civic ideals and practices

Finally, you will strengthen these basic skills:

- * Reading comprehension (through assigned readings)
- * Writing (exams, worksheets, and homework)

- * Note-taking (from readings and lectures)
- * Evaluating sources of information (lectures, worksheets, discussions)
- * Geographical knowledge (homework, exams, lectures)

LEARNING COMPETENCIES

This course will give students competencies relating both to the specific factual and analytical content of World History as well as general skills necessary for the study of history and basic reading and writing skills. Upon completion of this course, students will be able to:

- *identify the major geographical features of the world with an emphasis on those particularly important during this period in history (map homework, map question on exams)
- *describe the chronological framework for cultural, political, economic, and social developments before 1500 CE in Europe, Asia, Africa, and the Americas (exam questions, worksheets)
- *identify and define the major people, events, technologies, and cultural developments of European, Asian, African, and American cultures before 1500 CE (through exam questions, discussions, worksheets, and homework)
- *list major historical events, actors, cultural developments, economic changes, new technologies, and social trends before 1500 CE (through exam questions and worksheets)
- *identify and distinguish between different types of historical evidence, including primary sources, secondary sources, and derivative surveys (through worksheets)
- *read and evaluate different historical interpretations (through worksheets and discussions)
- *describe the processes of historical change through "cause and effect" arguments (through exams and worksheets)
- *identify, describe, and evaluate historical arguments in textbooks and scholarly works (through worksheets and discussions)
- *write coherent definitions, explanations, and descriptions of historical phenomena (through worksheets, exams, and homework)

COURSE REQUIREMENTS

The purpose of class meetings is to supplement the information provided in the readings, to answer questions about the material, to discuss the importance and meaning of historical events, and to give information on assignments and examinations. In order to benefit fully from the class, you must complete the assigned readings before coming to class. Classroom activities will include lectures, discussions, and opportunities for you to ask questions about course material. I will plan these activities on the assumption that you have read the material. **I will hold you responsible for everything that happens in class--whether you are there or not;** this includes lecture notes, points brought up in discussion, handouts, announcements, tests, and (if necessary) changes in schedule. If you cannot make class for any reason, get the notes from someone who takes good notes, and come to my office to go over anything that you do not understand.

Grading will be as follows:

Exam I	20%
Exam II	20%
Exam III	20%
Discussions and participation	10%
Worksheets (4 * 5%)	20% (choice from list provided)
Homework	<u>10%</u>
	100%

Grades will be calculated on a 100-point scale, in which 90-100=A, 80-89=B, etc. The lowest passing grade is 60 out of 100. In the case of borderline grades, I will take into account attendance and improvement, but this will only make a difference if you are right on the border between two grades. Examinations, in-class discussion, and written assignments will be structured to develop and measure students' mastery of the learning competencies listed above. Students must demonstrate thorough understanding of historical analytical principles and factual knowledge, as well as competence in reading comprehension and written English, to earn an A on an assignment or test. Students showing good but partial mastery of these skills may expect a grade of B or C. Students demonstrating poor ability in these skills will receive a grade of D. Failure to demonstrate a grasp of the material will result in failure of the course. Points will be awarded for each test or assignment based on the grading scale indicated at the beginning of this paragraph. Students must complete all assignments for the course. Failure to do so will result of a grade of zero on the assignment and a consequent lowering of the student's average in the course.

Grade of X: Tennessee State University requires instructors to award a grade of "X" at midterm for students who have not been attending class regularly ("excessive absences" is the official term). Once this grade has been awarded, it is almost impossible to change it. Guidelines offered by the administration suggest that in a course that meets twice a week, three unexcused absences will be considered excessive. Note that if you have officially approved excuses but do not alert me in a timely manner, I will assume that the absences are not excused. Barring other information, I look at attendance, completion of assignments by deadline, and presence at the midterm exam. Note that the "X" grade "carries the same weight as "F"" (Tennessee State University, Undergraduate Catalog 2007-2009, p. 33), so you should withdraw if you cannot attend regularly.

Grade of I: A grade of "incomplete" will be awarded only under extraordinary circumstances (e.g. hospitalization) and only with prior agreement on what needs to be made up and by what date. You must have completed substantially more than 50% of the course in order to receive a grade of "incomplete."

SPECIAL CONSIDERATIONS

Missed exams and worksheets: Late worksheets will not be accepted since you have the choice of several different topics and dates. Do not plan to do all of the assignments at the end of the semester, and you should have no problems.

If you miss an exam, let me know as soon as possible (ideally before the exam) that you will not be there. If you have no excuse, you will be penalized for late exams on a daily basis. I reserve the right not to allow make-up exams. You may leave messages on my voice-mail system 24-hours a day from anywhere in the United States (and many places outside of the United States). If you find that you are going to be late for an exam, show up anyway. I will usually let you begin and have adequate time to finish, especially if you have a good reason. Athletes: please note, you must provide me with evidence in writing (in advance) in order to reschedule assignments or exams. For foreseeable events (such as athletic events, weddings, etc.), early exams are possible but not late exams.

Tests missed because of excused absences must be made up in one week. Otherwise, you must make up the work during final exam week. If you will be absent on the deadline for handing in an out-of-class assignment, you should arrange to hand the work in early. No make-ups are possible for in-class discussions. There is no such thing as "extra credit."

Academic Honesty: In general, students need to complete their own work fairly, and not try to devalue the work of others, either through taking unfair advantage or through sabotaging someone else's work. **Penalties include failure of the assignment or failure of the course, in accordance with University policies.** The following are especially relevant to this course:

1. No copying other students' work on tests or assignments.
2. No copying from ANY work (books, newspapers, etc.) without quotation marks (" "). This includes even very short quotations. When in doubt, use quotation marks.
3. No notes or books during in-class exams (unless specifically permitted by the instructor).
4. No attempting to discover examination questions in advance.

Attendance Policy: TSU regulations require regular attendance in class. Although there is no specific percentage of the grade assigned to attendance, the instructor will take roll daily. Students with excessive unexcused absences will risk a grade of "X" at midterm (see below). Students who have legitimate reasons for missing class (health, military service, official University activities, etc.) must let the instructor know as soon as possible, preferably before missing class. Students are responsible for finding out for everything that happens in class, whether they are there or not. This includes lecture notes, announcements regarding tests and assignments, and returned papers.

Classroom etiquette: The purpose of classroom etiquette is to avoid disrupting class or distracting the teacher or other students. The following are potentially disruptive and should be avoided: tardiness, leaving early (especially if you have to cross in front of the teacher), talking while the teacher or other students are addressing the whole class, reading or doing work for another class while class is in session, delivering assignments or private messages to the teacher while class is going on (wait for class to end or leave the message in the mailbox in the departmental office).

Accommodation for Students with Disabilities: The Department of History, Geography, and Political Science, in conjunction with the Office of Disabled Student Services, makes reasonable accommodations for qualified students with medically documented disabilities. If you need an accommodation, please contact Dan Steely of TSU's Disabled Student Services Office at 963-7400 (phone) or 963-5051 (fax), preferably within the first two weeks of the semester or at least a week before the assignment on which you need accommodation. TSU is an AA/EO employer.

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FULL SYLLABUS AVAILABLE: http://faculty.tnstate.edu/edachowski/world_history_i.htm (including course description, course purpose and goals, learning competencies, course requirements, and special considerations).

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SCHEDULE OF READINGS AND DISCUSSIONS

Th Jan 17	Introduction: How the course works (Syllabus, Worksheets, Homework, Discussions); What the course is about (World History, pre-1500)
Tu Jan 22	History as a Profession, an Academic Study, and a Hobby; Human Origins Readings: <u>Patterns</u> , chapter 1 and <u>Sources</u> 1.3 ("Shamans and Cave Painting"); Cave of Chauvet website (http://www.culture.gouv.fr/culture/arcnat/chauvet/en/)
Th Jan 24	Beginnings of Agriculture and Animal Husbandry in the Fertile Crescent Readings: <u>Patterns</u> , chapter 2 (to p. 38)
Tu Jan 29	Mesopotamian Government Readings: <u>Patterns</u> , chapter 2 (pp. 38-end; focus on Mesopotamia and its neighbors); <u>Sources</u> 2.3 ("Law Codes of Hammurabi")
Th Jan 31	Egyptian Government Readings: <u>Patterns</u> , chapter 2 (pp. 38-end; focus on Egypt and its neighbors)
Tu Feb 5	India: Agriculture and Government Readings: <u>Patterns</u> , chapter 3; <u>Sources</u> 3.3 ("Hymn to Creation from the <u>Rig Veda</u> ")
Th Feb 7	China: Agriculture and Government Readings: <u>Patterns</u> , chapter 4; <u>Sources</u> 4.1 ("Shang Oracle Bones")
Tu Feb 12	River Valley Civilizations Compared Readings: Review <u>Patterns</u> , chapters 2, 3, and 4
Th Feb 14	Americas: Migration and Adaptation Reading: <u>Patterns</u> , chapter 5; <u>Sources</u> 5.1 ("The Wealth of La Venta")
Tu Feb 19	Oceania: A Water-Centered World Readings: <u>Patterns</u> , chapter 5
Th Feb 21	Exam I (covers through chapter 5)
Tu Feb 26	African States Readings: <u>Patterns</u> , chapter 6 (to p. 153); <u>Sources</u> 6.1 ("The Gold Mines of Nubia")
Th Feb 28	States in the Americas Readings: <u>Patterns</u> , chapter 6 (pp. 153 to end); <u>Sources</u> 6.3 ("The <u>Popul Vuh</u> ")
Tu Mar 5	Persia, Greece, and Alexander the Great Readings: <u>Patterns</u> , chapter 7 (to p. 176 and pp. 192-end); Arrian, "Speech of Alexander the Great" (http://www.fordham.edu/Halsall/ancient/arrian-alexander1.asp) and <u>Sources</u> 7.1 ("Darius I of Persia: the Behistan Inscription")

Th Mar 7	Religion, Society, and State in India Readings: <u>Patterns</u> , chapter 8; the Buddha, "The Sermon at Benares" (http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/bud-ser.html ; read just the sermon, not the discussion of Nirvana) and <u>Sources</u> 8.2 (Kautilya, "The Duties of Government Superintendents")
Tu Mar 19	Roman Empire Readings: <u>Patterns</u> , chapter 7 (pp. 176-86); Letters of Sidonius (http://www.fordham.edu/halsall/source/sidonius1.html)
Th Mar 21	Monotheism: Judaism, Christianity, Zoroastrianism Readings: <u>Patterns</u> , chapter 7 (pp. 186-92); <u>Sources</u> 7.5 ("Eusebius on Constantine the Great")
Tu Mar 26	China: Philosophy and Government under the Qin and Han Dynasties Readings: <u>Patterns</u> , chapter 9; <u>Sources</u> 9.2 (Confucius, selections from the <u>Analects</u>)
Th Mar 28	Axial Age: Religion and Philosophy in the Old World Readings: <u>Patterns</u> , chapters 7, 8, and 9 (skim for religion and philosophy); review readings attributed to Confucius and the Buddha
Tu Apr 2	Exam II (covers chapters 6 through 9)
Th Apr 4	Rise of Islam Readings: <u>Patterns</u> , chapter 10 (to p. 275); selected hadith (http://www.fordham.edu/halsall/source/misc-hadith.asp)
Tu Apr 9	Islamic World Readings: <u>Patterns</u> , chapter 10 (pp. 275-end)
Th Apr 11	Early Medieval Europe Readings: <u>Patterns</u> , chapter 11 (to p. 312); <u>Sources</u> 11.2 (Einhard, <u>Life of Charlemagne</u>)
Tu Apr 16	Later Medieval Europe Readings: <u>Patterns</u> , chapter 11 (pp. 312-end); Johannes of Trokelowe (http://www.fordham.edu/Halsall/source/famin1315a.asp) and <u>Sources</u> 11.5 ("Marchione di Coppio Stefani on the Black Death in Florence")
Th Apr 18	Medieval India Readings: <u>Patterns</u> , chapter 12 (to p. 330); <u>Sources</u> , 12.1 ("Al-Biruni on India")
Tu Apr 23	Medieval China and Its Neighbors Readings: <u>Patterns</u> , chapter 12 (pp. 330-end)
Th Apr 25	Mongols Readings: Review information on the Mongols in <u>Patterns</u> chapters 10, 11, and 12; <u>Sources</u> 12.5 ("Marco Polo Describes China under Mongol Rule")
Tu Apr 30	Medieval Africa and Islam Readings: <u>Patterns</u> , chapter 14; <u>Sources</u> 14.3 ("ibn Battuta on Mali")
Th May 2	Empires in the Americas and Trade and Exploration across the Oceans Readings: <u>Patterns</u> , chapter 15 and chapter 16 (to p. 441); letter of Columbus (http://www.fordham.edu/halsall/source/columbus2.asp)
TBA	Exam III (covers chapters 10-12 and 14-16): This will be held in our usual room on the date and time published by the university. Plan to be available for exams the entire week of exams (May 3-10).