

HISTORY 103: *World Civilizations I*

Instructor: Steven Lechner

Course #: HIS 103

Office: N/A

Semester: Fall 2020

Office Phone: 336.880.9952

Class Time: T/R 2:15-3:30 pm

Email: selechner@peace.edu

Classroom: Kenan Auditorium

Office Hours: Tuesday 10:00-11:30; Thursday after class

Course Description

From the earliest human societies to the cusp of the modern world, *World Civilizations I* introduces students to the pageant of human history, with a global focus. Students will become familiar with the key factors and in the rise of the earliest civilizations, how they blossomed, transformed and, in many cases, fell. The course ends in 1500, when global interactions increase in their scope and their velocity. Special attention will be paid to interactions between seemingly separate societies and to the effects these interactions have had since the beginnings of human civilization. Through writing assignments, the study of primary source documents and essay-based examinations, students will gain a familiarity with the document-based art of history. This course is worth 3 credit hours; CTC-NW credit.

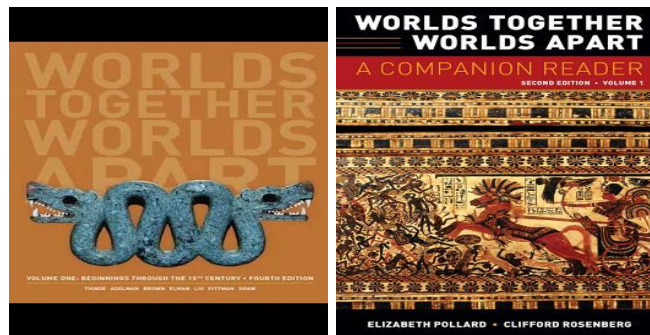
Course Themes

Grand themes in the study of world civilizations prior to A.D. 1500 include the concepts of social organization, political order and state formation, human migration and settlement, cultural formation and identity, environmental influences on human civilizations, and communication and language. Sub-themes include inter-civilization conflict and warfare, urbanization and the development of population clusters and cities, religious and spiritual belief structures and ritual practices, historical/social memory, and archaeological, anthropological, and historical study of the pre-A.D. 1500 human past.

Required Books

Tignor, Adelman, Brown, Elman, Liu, Pittman, Shaw. ***Worlds Together Worlds Apart with Sources, Vol. 1: Beginnings through the 15th Century***. New York: W.W. Norton & Company, 2014.

Elizabeth Pollard and Clifford Rosenberg. ***Worlds Together Worlds Apart: A Companion Reader, Second Edition, Volume 1***. New York: W.W. Norton & Company, 2016.



Common Student Learning Outcomes

Competency Area	Common Student Learning Outcome	Assignment
Writing	Students will prepare arguments for specific audiences and occasions	Han China-Roman Empire Essay and Midterm Essay
Empirical Reasoning	Students will use appropriate methods for gathering, analyzing, and interpreting data	“Digging History” Paper
Ethical Reasoning	Students will justify their moral beliefs when solving a moral problem on their own	Hammurabi’s Code Assignment
Critical Thinking about Culture and Society	Students will analyze and interpret the complexity of elements of society and culture in relation to their history, values, politics, communication styles, economy, or beliefs and practices	Designated Class Contributor
Professional Readiness	Students will develop professional competencies to enhance their success in college and in the workplace	“Digging History” Visual Presentation

Student Learning Outcomes

Through active participation in this course, each student will . . .

1. engage with the human experience by interpreting human civilizations pre-A.D. 1500;
2. apply the skill of interpretation as a critical form of knowing in the humanities;
3. develop arguments about the human experience pre-A.D. 1500 by evaluating and deploying supporting evidence;
4. identify and explain the significance of major events, ideas, movements, and debates in global history from pre-history to A.D. 1500;
5. analyze concepts such as social organization and political order and human movement and migration within the context of global history from pre-history to A.D. 1500;
6. develop and assess chronologies of world civilizations from pre-history to A.D. 1500; and
7. evaluate how different disciplines have amassed evidence and posited interpretations regarding human civilizations and global history from pre-history to A.D. 1500.

Student Skill Building

Through active participation in this course, each student will improve his, her, or their . . .

1. organizational skills;
2. analytical skills;
3. research skills;
4. written and verbal communication skills;
5. dialogic skills; and
6. ability to work with others to achieve individual and group success.

Grading

Participation (semester long)	10%
Focus Questions (ongoing)	16%
Designated Class Contributor (2 times per semester)	8%
Hammurabi's Code Assignment (due 9/8)	2%
Han China-Roman Empire Comparison Essay (due 10/15)	2%
Midterm Exam (9/29)	20%
Digging History Paper (due 10/11)	10%
Digging History Presentation (10/20 or 10/22)	10%
Silk Road Assignment	2%
Final Assessment (Final Exam or Final Paper)	20%

The grading scale for this course is as follows:

A = 90-100	B = 80-89	C = 70-79	D = 60-69	F = Below 60
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Course Delivery

HIS 103, Fall 2020, is scheduled for synchronous, in-person instruction. Synchronous instruction means the course meets at scheduled days and times. In-person instruction means that the course meets at the designated on-campus location. The assigned classroom is designed to allow physical distancing. HIS 103 is scheduled to meet on Tuesdays and Thursdays from 2:15-3:30 pm in Kenan Auditorium.

Potential Move to Online Instruction

In the event this course must adjust to a virtual format, we will adhere to a synchronous schedule. Accordingly, students will be expected to meet online at the same scheduled days and times as if they were meeting in person. In such an event, the instructor will provide instructions for the online platform for virtual class sessions. Please note that the course attendance policy, as well as applicable WPU policies regarding same, will apply to the virtual format just it did to the in-person sessions. If you anticipate technology needs should this course move to a virtual format, please let the instructor know as soon as possible.

Safety Precautions

Due to the COVID-19 pandemic, the following safety precautions will be followed:

1. The instructor and students must wear face masks at all times.
2. Students will sit in seats at least six feet apart from other students.
3. Students will follow any signs and markers relating to the need to social distance.
4. Students will be mindful of how their choices might affect others sharing the same space.

Participation

This class relies on students who are engaged and willing to participate. Accordingly, the instructor has high expectations for student participation. It should come as no surprise, therefore, that the instructor strictly evaluates this category. The safety measures necessitated by the COVID-19 pandemic may affect how our participation occurs but should not prevent us from collaborating and sharing in ways that enhance and improve the learning process. [See the Participation Rubric on Moodle for more information.](#)

Attendance

Your attendance at each class session is critical. The subject matter covered in each session builds on prior learning. Each session missed disrupts the flow of the sequential learning process. Also, participation is part of student assessment in this course. You cannot participate if you are not present.

As a synchronous, in-person class, attendance will be taken daily and reported to WPU administration as required by University policy and procedure.

With these points in mind, the attendance policy for this class is as follows:

1. The student may have no more than one (1) **unexcused** absence and no more than four (4) **excused** absences over the course of the semester without penalty. The student and instructor will discuss how to handle a serious illness (e.g., a positive COVID-19 test) or circumstance that requires excused absences exceeding this limitation,
2. Each absence beyond these limitations carries a “cost.” For each such absence, the students will: (1) lose two points from the overall grade; (2) receive no credit for FQs for that class period; and (3) the absence will affect the student’s participation grade.
3. The student must submit written evidence relating to any absence he or she believes constitutes an excused absence. The student must submit his or her written evidence no later than one (1) week after the absence. Email is the preferred mode for submitting this information.
4. The instructor will take attendance orally at the beginning of each class. Students entering after attendance is taken must see the instructor after class to ensure their attendance is properly noted.
5. Three tardies equal one “unexcused” absence under this policy.
6. In the event of an excused absence, the student must submit any work due as soon as possible after the class period for which it was due, and in no event later than 48 hours after that class period.

Course Moodle Page

Every course at WPU creates and utilizes a course Moodle page. The course Moodle page for HIS 103 contains vital information such as grades, readings, FQs, DQs, rubrics, etc. Students should visit the course Moodle site on a regular basis.¹

Focus Questions (“FQs”)

Each student will answer the Focus Questions (“FQs”) corresponding to that class period (*See the Course Schedule below*). There are twenty (20) opportunities to complete FQs. FQs appear in the Course Schedule underlined and in BLACK (see below). In addition, the FQs are available as Word documents on the course Moodle page, allowing students to click and use.

To receive credit, the student must submit the completed FQs (**saved as a PDF**) to the appropriate Moodle folder by noon of the class period to which they correspond. As no electronic devices will be permitted during class, students are advised to bring a printout of their FQs in class. Students choosing to write out the FQs by hand may submit them to Moodle as photographed images. Handwritten FQs must be neat and legible.

¹ Many of the most important documents (including rubrics) referenced in this Syllabus and available on the course Moodle page are denoted here in **purple script**.

FQs may receive one of three grades:

- (1) 1 point = full credit for addressing each question with reasonable degree of diligence and thoroughness;
- (2) 0.5 point = for partial completion (must fully answer at least one question); or
- (3) 0 = for failing to fully answer at least one question.

Designated Class Contributor and Discussion Questions (“DQs”)

Each class session, a small group of students will serve as ***designated class contributor*** (“DCC”). In addition to completing the FQs and participating in the general discussion relating to those FQs (like all students in the class), DCCs have the specific and crucial responsibility to be prepared to answer and discuss the discussion questions (“DQs”) relating to that class session. DQs are additional questions intended to provide breadth and depth to the discussion.

DQs appear in the Course Schedule in RED (see below).

Whereas FQs are assessed on a “completion grade” model, DQs are assessed according to the rubric available on the course Moodle page. This rubric accounts for the written DQs and the extent to which DCCs engage with these questions and issues during the class session. Each DCC opportunity is worth four (4) points on the overall course grade. Thus, the DCC role, which each student will do twice during the semester, carries an overall worth of eight (8) points.

To receive credit, the student must submit the completed DQs (**saved as a PDF**) to the appropriate Moodle folder by noon of the class period to which they correspond. As no electronic devices will be permitted during class, students are advised to bring a printout of their DQs in class. Students choosing to write out the DQs by hand may submit them to Moodle as photographed images. Handwritten DQs must be neat and legible.

“Digging History” Paper and Presentation

Each student will complete the “Digging History” Paper and Presentation assignment, which is worth twenty (20) points on the overall grade. This assignment is as follows:

1. As soon as practicable, students will consult the list of topics for his, her, or their assignment available on the course Moodle page (“**Digging History Topics**”).
2. Students will submit their top five choices to the instructor using the form available on the course Moodle page (“**Digging History Preferences**”) no later than Monday 8/31. Students will submit the form to the appropriate folder on the course Moodle page. Students not submitting this form by this date will be randomly assigned a topic.
3. Using the step-by-step directions available on the course Moodle page (“**Digging History: Step-by-Step Instructions**”) students will research a recent or ongoing archaeological site relating to a civilization existing prior to A.D. 1500.
4. Using the step-by-step directions available on the course Moodle page (“**Digging History: Step-by-Step Instructions**”) students will draft a paper between 1000 and 1200 words relating to the recent or ongoing archaeological site. Paper deadline is Sunday 10/11.
5. Using the step-by-step directions available on the course Moodle page (“**Digging History: Step-by-Step Instructions**”) students will develop a presentation using Power Point, Google Slides, Prezi, or an equivalent presentation-specific software.
6. Students will share their findings with the class through a 5-6 minute presentation on October 20 or October 22, 2020.
7. Further directions for the paper and the presentation are available on the course Moodle site (“**Digging History: Paper Rubric**” and “**Digging History: Presentation Rubric**”).

Submitting Assignments

Unless otherwise indicated by the instructor, all assignments including FQs, DQs, the Hammurabi Code Worksheet, and Digging History Paper and Presentation must be submitted to the appropriate folder on the course Moodle page. In almost all cases, the folder can be found under the week the assignment is due. Unless otherwise indicated by the instructor, all assignments should be saved and submitted as a PDF format. In the event the student experiences problems submitting work to the course Moodle page, he or she should submit the work to the instructor via email with an explanation of the problem they encountered.

Midterm Exam

The Midterm Exam covers material (textbook, lecture, discussion, any additional readings) from weeks 1 through 6. It counts as 20% of the overall grade. We will NOT dedicate in-class time for review. The student will receive a study guide at least one week in advance of the exam. It is anticipated that the exam will include three types of questions: (1) multiple choice; (2) IDs (students will define, contextualize, and analyze the significance of people, places, events, or concepts); and (2) an essay. The instructor will provide the test prompt and writing paper.

Make-up Exams

Students are responsible for scheduling a mutually agreeable time to make-up missed exams. A student failing to make arrangements within one week of the scheduled exam will receive a grade of zero. Please note that the make-up exam will differ from the exam given in class.

Final Assessment

Students will have a choice about how they wish to complete the ***Final Assessment*** for this course. The two options are: (1) an in-class, noncumulative final exam; OR (2) analytical research paper. The details for each option are as follows:

Final Examination: The in-class Final Exam will cover material (textbook, lecture, discussion, additional readings) from weeks 7 through 14. It counts as twenty percent (20%) of the overall grade. Students choosing this option will receive a study guide at least one week in advance of the Final exam. The Final Exam's format will be similar to the Midterm Exam but is likely to include two essays. The instructor will provide the test prompt and writing paper.

Analytical Research Paper: In lieu of the Final Exam, students may opt to complete an analytical research paper between 1,500 and 1,600 words. The options for this paper are as follows (the rubric for each is available on the course Moodle page):

Option A: Secondary Source Analysis

- ✓ The student will choose a book from the pre-approved secondary source list (see the list on course Moodle page [[“Analytical Research Paper, Secondary Source Options”](#)]).
- ✓ The student must write a paper that accomplishes the following objectives:
 - identify the primary historical question(s) the scholar seeks to address;
 - identify and explain the scholar's primary argument(s);
 - by selecting and focusing on no more than two chapters in the book, identify how the author develops and supports his or her primary argument or arguments in specific ways and as it regards specific case studies or elements of the overall presentation (including the kinds of evidence on which the scholar relies); and

- locate at least two scholarly book reviews assessing this work and summarize the kinds of reaction the book received
- where appropriate, compare the information in this secondary source with information from our text, *World Together Worlds Apart*
- ✓ The student should seek to organize the paper in a way that makes it as readable as possible while covering the required elements.

Option B: Material Culture (Museology/Archaeology Project)

- ✓ Choose a civilization we studied (during a specific stage in its development);
- ✓ Identify a museum collection or a past or ongoing archaeological project relating to this civilization (or some combination of the two)²
- ✓ Develop a paper that achieves the following objectives: (1) contextualize the museum collection or archaeological project; (2) identify what story the collection is trying to tell (what is the point of the artifacts and description); (3) identify and describe one or two significant challenges faced by the collection or project; (4) identify and describe one or two significant findings or achievements of the collection or project; and (5) compare what you learned from this research with how this civilization is described in our text, *World Together Worlds Apart*.
- ✓ The student should seek to organize the paper in a way that makes it as readable as possible while covering the required elements.

Option C: Develop Your Own Research Agenda

- ✓ Identify a subtopic addressed in *Worlds Together Worlds Apart* about which you would like to learn more. Perhaps it is a claim not fully supported or a comment that does not make sense or simply an interesting idea about which the authors did not elaborate.
- ✓ Use this subtopic to formulate a historical question that you can research.
- ✓ Obtain approval for the historical question student from the instructor.
- ✓ Develop a paper that addresses this historical question using secondary, and where possible, primary source material.

General Requirements for Written Papers

1. Proper Heading (upper right-hand corner of each page)
For example: Rose Nicometo
HIS 103
November 8, 2020
2. Typed, 12 pt. font, Times New Roman, 1-inch margins, double-spaced
3. Include page numbers (bottom, center)
4. Length will vary based on the specific paper assignment
5. Include a separate Title Page (See example on Moodle)
6. Footnotes *and* Bibliography (Chicago style)
7. Submit as PDF (via Moodle)

Papers will be graded according to the rubrics available via the class Moodle page.

² The student cannot use an archaeological project covered in the “Digging History” assignment.

Class Sessions

The general format for our class sessions is as follows: (1) announcement period; (2) review period (as necessary and beneficial); (3) lecture-discussion period (may include video or break-out questions); and (4) wrap-up and reminders.

Technology Policy

Students shall **NOT** use electronic devices in class without prior permission. Prior permission will not be given absent special circumstances. This policy is intended to promote effective in-class discussion. Failure to comply will negatively affect the student's participation grade.

Therefore, students must purchase hard copies of the required texts.

Late Assignments

FQs and DQs: FQs and DQs not available by noon before the corresponding class session will receive no credit unless related to an excused absence not exceeding the allowable limitation.

Papers: Late papers ("Digging History" paper and the Analytical Research Paper (optional) will be penalized a full letter grade (10 points) per day. The student will receive no credit for any assignment more than four (4) days late (including weekends).

No Extra-Credit

There will be no extra-credit opportunities in this class.

Accommodations for Disabilities

Students who wish to receive reasonable accommodations for their disability(s) must become certified with the Disability Services Office. To become certified, students must submit current documentation from a licensed professional. For more information or to learn more about the certification process, contact Disability Services Office.

Academic Integrity and the Honor Code

WPU seeks to develop both the intellect and character of its students. All members of WPU are expected to promote a culture of academic integrity, and all students are expected to inform themselves of WPU's policies and procedures related to the Honor Code.

All forms of academic misconduct are violations of WPU's Honor Code. These include, but are not limited to, the following:

- *Cheating:* Using or attempting to use unauthorized materials, information, or study aids in academic work or in working with others on academic requirements (tests, assignments, etc.).
- *Plagiarism:* Representing the words or ideas of another as one's own in any academic work, whether intentional or not.
- *Falsification:* Falsifying or inventing any information or citation in academic work.
- *Facilitating Academic Dishonesty:* Helping or attempting to help another student to commit an act of academic dishonesty.
- *Lying:* Misrepresenting information that is relevant to the classroom or academic performance.

If the instructor suspects academic misconduct has taken place, he will complete an Honor Code Violation Report and meet with the student to discuss the situation. A student may accept or decline to accept responsibility. If a student accepts responsibility, he or she will be subject to the penalty determined by the instructor. If a student declines to admit responsibility, the case will be turned over to the Honor Board for adjudication. A complete summary of the Honor Code and Honor Board policy may be found in the *2019-2020 Academic Catalog*.

Disability Services

Disability Services are available to all WPU students who require reasonable accommodations due to any cognitive, physical, or psychological disability, in order to provide equal access to the educational environment. Students will need to be certified with the Disability Services Office and provide appropriate documentation to receive an Academic Accommodation Plan. For more information or to become certified, please contact a counselor in the Disability Services Office, by sending an email to Disability@peace.edu.

Tutorial Services

Peer Tutoring is available for all WPU students free of charge. Support is offered in many subjects, including anthropology, biology, business, chemistry, criminal justice, history, math, political science, psychology, simulation and game design, and writing. Free workshops on study skills and documentation styles like MLA and APA are also offered each semester. Tutorial Services also has many resources on studying, citation, grammar, and other academic topics. Students can sign up for individual appointments using WPUConnect or in person at the Center for Student Success, located in the 2nd floor of Finch Library. For more information, contact Dr. Deanna Rogers, Director of Academic Support, at drrogers@peace.edu or 919-508-2080.

Classroom Recording Policy Statement

The instructor plans to record each class session to allow absent students to engage with the material. The instructor will provide further details about the mode of such recordings.

Athletics Absences Policy

The WPU Athletics Department is committed to making every effort to ensure that the least number of classes are missed by student athletes. For necessary purposes, however, athletic absences, which are defined as those granted by university officials for university sponsored events, do not count against a student's grade. Moreover, professors will make a reasonable effort to reschedule exams or other academic tasks scheduled to occur when the student athlete is absent due to an athletic event. Students will be held responsible for making up all missed work while absent and are not permitted to use athletic events as "extra" absences in class. In other words, when student athletes miss class due to athletic events, they are using the allowable absences for that class and do not receive additional absences throughout the semester. All student athletes must inform their professors on the first day of class of their athletic involvement and must continue to alert them of days when they will miss class due to athletic events.

Course Schedule

(NOTE: this course schedule is subject to change with appropriate notification)

Week 1: Course Introduction

R 8/20: Discuss course requirements; Introduce and discuss course themes;
Fundamental Questions: ***What is History? What is Historical Thinking (including the 6 C's)? What is chronology/periodization? Why study ancient history? Why study non-American history? What do you hope to gain through this experience?***

Week 2: Human Origins, River-Cities, and First States

T 8/25: Lecture-Discussion ("LD") 1: *Becoming Human*

READ WTWA, Chapter 1: 3-41

FQs: (1) Describe the Hunter Gatherer way of life. (2) In basic terms, what was the Agricultural Revolution? (3) How and why did the shift to settled agriculture affect social organization in various regions and societies?

DQs [Set A]: (1) What are creation narratives? What purpose(s) did they serve? (2) What distinguished homo sapiens from other hominids? When did these divisions/separations occur? How do we know this? (3) What forms of "art" did early homo sapiens use? What purpose(s) did art serve?

DQs [Set B]: (4) Define the terms Settled Agriculture and Pastoralism? (5) What special skills were required for this transition? (6) What were the advantages of these lifestyles?

R 8/27: LD 2: *Settlement and Pastoralism; Mesopotamia; Ancient Egypt*

READ WTWA, Chapter 2 (Part I): 43-58

FQs: (1) How and why did the Nile River shape the early development of Egyptian society? (2) Compare and contrast Mesopotamian and Egyptian religious beliefs and practices (3) Compare and contrast Mesopotamian and Egyptian writing systems and uses (4) According to the authors, what factors caused the "demise" of Egypt's Old Kingdom?

DQs: Read "Royal Standard of Ur" in the CR (pp. 37-38) and answer the questions.

Week 3: River-Cities and First States continued

T 9/1: LD 3: *Indus River Valley; East Asia; Life Outside River Basins*

READ WTWA, Chapter 2 (Part II): 58-83

FQs: (1) Describe agricultural practices and innovations used by the Indus River Valley societies; (2) What was the role of agricultural

surplus in the early river basin societies? (pp. 78-81); (3) What challenges have archaeologists, historians, and other scholars faced trying to draw clear portraits of the Harappan societies?

DQs: (1) Why did East Asian societies urbanize more slowly than groups in Mesopotamia and Egypt? (2) Assess the following statement in the text: “[W]hat developed in China was a social and political system that emphasized an idealized past and a tradition represented by sage-kings, which later ages emulated.” Also, read “Domesticated Corn” in the CR and answer the questions on page 55.

R 9/3: *Digging History Workshop*

Week 4: Nomads, Territorial States, and Micro-societies

T 9/8: LD 4: *Emergence of Territorial States (Egypt and Southwest Asia)*

READ WTWA, Chapter 3 (Part I): 85-100

Homework: Complete Hammurabi’s Code Worksheet

DQs: Read Amarna Letters (pp. 89-91) in the CR and answer the questions.

R 9/10: LD 5: *Nomads and the Indus River Valley; Shang Territorial State; Micro-societies in Aegean and South Pacific*

READ WTWA, Chapter 3 (Part II): 100-121

FQs: (1) Describe Shang agriculture (pp. 129-130); (2) According to the authors, what was the connections between Shang agriculture and Shang political order/power?

DQs: (1) What was the role of ritual and religion in Shang culture? (2) How did age and gender connect to Shang religious beliefs and ritual practices? (3) Describe the purpose and practice of ancestor worship in Shang culture? (4) What evidence do archaeologists and historians rely on to study Shang writing? What are the potential advantages and disadvantages of this kind of evidence?

Week 5: First Empires and Common Cultures in Afro-Eurasia

T 9/15: LD 6: *Rise of Early Empires Rise; Empire in Southwest Asia (Neo-Assyrian and Persian Empires); Imperial Fringes (Sea Peoples, Greeks, Phoenicians, Israelites)*

READ WTWA, Chapter 4 (Part I): 123-145 and Supplemental Reading on Imperial Fringes (pp. 173-178 from later edition of WTWA) available on the course Moodle site.

FQs: For FQs, each student will summarize the major impacts and influences of two of the following ancient civilizations (as assigned): (1) Sea Peoples; (2) Phoenicians; (3) Israelites; and (4) Greeks. Use our text and the supplemental reading from the more recent edition of the text.

NO DQs

R 9/17: LD 7: *Vedic Culture; Early Zhou Empire in East Asia*

READ WTWA, Chapter 4 (Part II): 145-157

FQs: (1) Describe the Mandate of Heaven (2) Describe Zhou social order

DQs: (1) Describe the process of cultural exchange and adaptation between the Vedic peoples and the indigenous peoples of South Asia (2) “As Vedic peoples settled into agrarian communities after 1000 BCE, their social structure became even more complex and hierarchal.” Describe Vedic social organization? What caused this change in social organization? (3) What are the key tenets of Vedic cosmology?

Week 6: Worlds Turned Inside Out

T 9/22: LD 8: *An “Axial Age,” Eastern Zhou China; New Worlds of South Asia*

READ WTWA, Chapter 5 (Part I): 161-178

FQs: (1) Describe the political, economic, social, and cultural transformations in South Asian civilizations during the first millennium BCE; (2) Summarize the ideological and philosophical contributions of YOUR ASSIGNED AXIAL AGE THINKER (Zoroaster, Confucius, Buddha, or Aristotle) (Note: please incorporate ideas from the primary source selections in the CR, pp. 133-152)

DQs: (1) Define and describe the term Second-Generation Societies (2) To what kind of transformation(s) does the term the Axial Age refer? (3) Describe the political, economic, social, and cultural transformations in Zhou dynasty China during the first millennium BCE.

R 9/24: LD 9: *Mediterranean World; Common Cultures in the Americas and Sub-Saharan Africa*

READ WTWA, Chapter 5 (Part II): 178-199

FQs: (1) Assess the logic/validity of the following claim: the distinctive political order developed in the first millennium BCE Mediterranean city-states engendered equally distinctive economic practices and systems; (2) How did Mediterranean city-state political economies affect class and social hierarchies and political and social equality?

DQs: (1) How was the political order of these Mediterranean city-states distinct from earlier Mesopotamian city-states and cities of Southwest Asian empires? (2) Did you agree with the following statement: The governing philosophy and structures of these Mediterranean city-states were revolutionary? (3) What role did competition play in the inter-relationships between and among these

Mediterranean city-states? (4) Consider the following claim: ideas developed and flowed more freely under the distinctive Mediterranean political order (“competitive marketplace of ideas”). Assuming this to be true, what flowed from the distinctive Mediterranean political order?

Week 7: Midterm Exam

T 9/29: IN-CLASS [MIDTERM EXAM](#)

R 10/1: FALL BREAK

Week 8: Shrinking the Afro-Eurasian World

T 10/6: LD 10: *Emergence of Hellenistic World; Converging Influences in Central and South Asia*

READ WTWA, Chapter 6 (Part I): 201-222

FQs: (1) How and why did systems of enforced labor and slavery develop within the Hellenistic world and its borderlands? (2) How and why did coinage gain increased usage within the Hellenistic world during the third century BCE?

DQs: (1) Describe Hellenistic philosophy in a general sense; (2) What did STOICS believe and practice? (3) Describe Hellenistic religious belief and practice in a general sense; (4) Describe the basic tenets and the consequences of the concept of dhamma, as practiced within the Mauryan Empire.

R 10/8: LD 11: *Transformation of Buddhism; The Silk Road(s)*

READ WTWA, Chapter 6 (Part II): 222-237

FQs: (1) How and why did Buddhism and Buddhist practices change during the first century BCE? (2) What was the role of caravan cities within the “international” trade networks of the first century BCE? (3) What was China’s role within the “international” trade networks of the first century BCE?

NO DQs

***Digging History Paper due by Sunday, 10/11 by 11:59 PM (please submit as a PDF to the appropriate folder via the course Moodle page)**

Week 9: Han Dynasty China and Imperial Rome

T 10/13: LD 12: *Globalizing Empires; Han Dynasty*

READ WTWA, Chapter 7 (Part I): 239-256

FQs: (1) How and why did Qin period end? (2) How could one identify elites in Han society?

DQs: (1) Describe this period of Pax Sinica. What does “peace” mean in this context? (2) Describe the Han dynasty’s complex relationship with the nomadic people to the north, the Xiongnu; (3) According to the authors, why did the Han dynasty decline during the second century CE? What replaced it?

R 10/15: LD 13: *The Roman Empire*

READ WTWA, Chapter 7 (Part II): 256-277

Homework: In lieu of FQs, each student will write a 500-600 word essay comparing and contrasting Han China and Rome in one of the following areas: (1) political order (structure, ruler(s), bureaucracy and administration, legitimacy); (2) economic policies and trade; (3) social order and hierarchy; (4) expansionism and militarism; and (5) rise and fall (how and why each gained and lost power). Each student will be assigned an area of focus for this assignment. This assignment will count as two FQs and will be assessed according to a rubric available on the course Moodle page. Students must submit it by noon on 10/22 via the course Moodle page using the appropriate folder.

Week 10: Digging History Week

***Digging History Presentations due by noon on the day of the student’s scheduled presentation (please submit as a PDF to the appropriate folder via the course Moodle page)**

T 10/20: *Digging History Presentations: Day 1*

R 10/22: *Digging History Presentations: Day 2*

Week 11: The Rise of Universalizing Religions

T 10/27: LD 14: *Religious Change and Empire in Western Afro-Eurasia; Silk Road(s) II*

SCAN WTWA, Chapter 8 (Part I): 279-298

READ the Introduction to *The Silk Road: A New History* by Valerie Hansen

Homework: In lieu of FQs, each student will complete the Silk Road worksheet, relating to the supplemental reading: *The Silk Road: A New History* by Valerie Hansen. This document is available as a Word document on the course Moodle page.

DQs: (1) Why and how did Christianity gain a foothold and eventually official sanction within the Roman Empire? (2) According to the authors, why did Rome fall? (3) Did the Roman Empire fall or relocate? Also, read “Priscus, the Court of Attila (449 CE)” in the CR (pp. 209-213) and answer the questions.

R 10/29: LD 15: *Political and Religious Change in South Asia and East Asia; Faith and Cultures in the World Apart*

READ WTWA, Chapter 8 (Part II): 299-317

***NO homework**

In class, we will watch a documentary *The Maya: Lost Civilization*. Students will answer questions from the worksheet provided and participate in a brief discussion about the film and the portion of the reading relating to Mayan civilization (pp. 375-378)

Week 12: New Empires and Common Cultures

T 11/3: LD 16: *Islam: Origins and Spread*

READ WTWA, Chapter 9 (Part I): 319-332

FQs: (1) Who were the Abassi and why did they revolt against Umayyad rule? (2) Describe the Abassid political order. How did it differ from Umayyad rule?

DQs: (1) Was ethnic and cultural diversity within the growing Islamic world an asset or liability? (2) Describe the so-called “Green Revolution” of the eighth century CE and explain how the spread of Islam contributed to this phenomenon (3) What was the basis of the Sunni-Shia split within Islam? Also, read “Quranic Comments on the Torah and the Gospels (early seventh century CE)” in the CR (pp. 230-232) and answer the questions.

R 11/5: LD 17: *The Tang State; Emergence of European Christendom*

READ WTWA, Chapter 9 (Part II): 333-357

FQs: (1) How and why did Tang dynasty China influence the unified Korean state during the 7th and 8th centuries CE? (2) Why do some historians call the period from the decline of the Western Roman Empire to the tenth century the Dark Ages? On what evidence do they rely? (3) Why do some scholars reject the Dark Ages label, preferring to call this era Late Antiquity? On what evidence do they rely?

DQs: (1) What did the Tang-era shipwreck discussed in the article, “Cultural Selection: The Maritime Silk Road Wares of the Tang Shipwreck” reveal about the so-called “Silk Road by Sea”? [article available on course Moodle page] (2) Why does the text refer to Charlemagne’s Frankish empire as *fledgling*? (3) Claim: In “Charlemagne’s seemingly uncivilized and inhospitable empire,” Christianity put down roots. How did this happen? What kind of religious tradition and practice did it produce?

Week 13: Becoming “The World”

T 11/10: LD 18: *Intro; Islam Fragmented; India as a Cultural Mosaic; Song China*

READ WTWA, Chapter 10 (Part I): Intro 359-60; Islam 368-373, India as a Cultural Mosaic 373-376, Song China 376-380

FQs: To be determined

DQs: Read “Yuan Cai, The Problems of Women” in the CR (pp. 260-264) and answer the questions.

R 11/12: LD 19: *Sub-Saharan Africa, the Americas, Christian Europe*
READ WTWA, Chapter 10 (Part II): Africa 364-368; 389-394, Europe 383-389
FQs: To be determined

DQs: Read “Chihab Al-‘Umari, the Pilgrimage of Mansa Musa (1342-1349)” in the CR (pp. 277-280) and answer the questions.

Week 14: Analytical Deep Dive

T 11/17: LD 20: *The Mongols*
READ WTWA, Chapter 10: 394-403
We will conclude our course by watching the movie *Mongol: The Rise of Genghis Khan*, released in 2007.

DQs: Read “Images of Mongol Horsemen and a Medieval European Knight (fourteenth and fifteenth centuries)” in the CR (pp. 282-285) and answer the questions and “Ala-ad-Din ‘Ata-Malik Juvaini, Genghis Khan: The History of the World Conqueror (mid-thirteenth century)” in the CR (pp. 285-288) and answer the questions.

R 11/19: LD 21: *The Mongols*
FQs: Read supplemental article on the cultural memory of Genghis Khan available on the course Moodle site.

Week 15: Final Exam Review

T 11/24: *Optional Final Exam Review*

R 11/26: NO CLASS: 

FINAL EXAM: