

HISTORY 111.01: WORLD CIVILIZATIONS TO 950

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Fall 2020
Class Time: MW 12:30 – 1:45 PM
Classroom: Owens 204
Credit Hours: 3

Office Hours (on campus):
MW 11 AM – 12 PM (Bancroft 105)
TR 10 AM – 1:45 PM (Bancroft 366)
or by appointment

Virtual Office Hours: Available via email, Monday through Friday from 10 AM – 4 PM. I will also be teaching, so immediate replies are not guaranteed. However, I do tend to respond quickly (within a few hours). Expect a delayed response if you contact me on Friday afternoon or over the weekend.

COURSE OUTLINE FOR HIST 111

A history of world civilizations offers a unique perspective on our collective history and provides a foundation for a diverse and broad understanding of the lives we lead today. This course delves into the history of civilizations found around the globe from Antiquity to 950 CE. In this class we will look at the ideas and trends that exemplified various cultures—what they excelled at—as well as the difficulties they overcame. Examining their contributions and interactions on the larger world stage, it becomes clear that our collective history is not just the history of one continent, but collective views and ideas from around the world. It is truly a world history.

This class is a hybrid class. Due to Covid-19 and the need to keep social distance, only half the class can meet in the room we have been given. Therefore, half the class will meet on Mondays and the other half of the class will meet on Wednesdays. The same lecture / discussion material will be provided in class each week, so the lecture I give to students on Monday will be the same lecture I give to students on Wednesday.

Otherwise, there will be online content given each week, and this will be posted on Blackboard. This includes video / audio lectures, discussion forums, additional readings,

and links to YouTube videos and documentaries that correspond to the cultures we are discussing in class that week.

Until September 8th, our class will be fully online (Winthrop University sometimes calls this “virtual”). Likewise, class will be virtual from the week of Thanksgiving Break through the end of the semester. When we are virtual, online content will be provided for each week. There will be discussion forums on the days we would have had class, on Mondays and Wednesdays, and you are expected to participate in the discussion forums. While participation in discussion forums is mandatory, you will have a full twenty-four hour window (from midnight to midnight on Monday and midnight to midnight on Wednesday) to participate. You will have the entire week to go over the posted online material on your schedule. However, keep in mind that unless you are told otherwise, often you want to look at the material for a given day before participating in the discussion forum, as the discussion questions will be based on the posted online material.

TENTATIVE SCHEDULE OF CLASSES, READINGS, AND ASSIGNMENT DUE DATES

AUGUST

Week One (*Virtual*; August 26th): Introductions and Setting the Stage

- Introductions to class and history

AUGUST / SEPTEMBER

Week Two (*Virtual*; August 31st and September 2nd): The “First” Civilizations, Mediterranean

- Regional Survival: Be a nomad (natural world) or a farmer (civilization)?
 - Readings: *Essential World History*, “The First Humans,” pp. 4-10
- Ancient Mesopotamia (**Sumer**) and Dark and Light: Comparing Mesopotamian and Egyptian Cultural Outlooks through Hammurabi and Ptah Hotep
 - Readings: *Essential World History*, “Civilizations in Mesopotamia,” pp. 10-15 including Hammurabi’s Law Code on p. 14; and Ptah Hotep reading (online); “Egyptian Civilization,” pp. 15-21

SOURCE ANALYSIS #1: HERODOTUS’ DESCRIPTION OF BABYLON DUE THURSDAY, SEPTEMBER 3RD BY MIDNIGHT THROUGH TURNITIN

Week Three (*Virtual*; September 7th and 9th): First Civilizations: **Egypt** and other regional civilizations

- Ancient Egypt
 - Readings: *Essential World History*, “Egyptian Civilization,” pp. 15-21
- Other Ancient cultures in Africa; Violence and Compassion: Assyrians
 - Readings: *Essential World History*, “New Centers of Civilization,” pp. 21-24 and “The Rise of New Empires,” pp. 24-29

Week Four (September 14th and 16th) Ancient Civilizations in Middle East and **India**

- In Class: Other Ancient cultures in the Middle East and Violence and Compassion: Israelites and Persians; Ancient India
- Online content: Ancient India: Indus River Valley Civilization, Hinduism, and Buddhism
 - Readings: *Essential World History*, pp. 32-54

Week Five (September 21st and 23rd): The “First” Civilizations: India and **China**

- In Class: Ancient India and China
 - Readings: *Essential World History*, pp. 32-54
- Online: Ancient China and other Asian Cultures: Zhou Dynasty and Confucius
 - Readings: *Essential World History*, “China in Antiquity,” pp. 55-72 (through the Qin dynasty up to the Glorious Han Dynasty); in class, we will look at: “A Debate over Good and Evil,” p. 66 of textbook

SOURCE ANALYSIS #2: PERIPLUS DUE THURSDAY, SEPTEMBER 24TH BY MIDNIGHT VIA TURNITIN

Week Six (September 28th and 30th): The “First” Civilizations: Asia and the Americas

- In Class: Ancient Americas: Norte Chico (Peru), Olmec, and North American Cultures
 - Readings: *Essential World History*, “The Peopling of the Americas” through to the end of the section on the Olmecs, pp. 138-140 and “The First Civilizations in South America,” pp. 152-155 through to “The Inka”
- Online: Ancient Greece: Setting the Stage and Sparta
 - Readings: *Essential World History*, begin reading the chapter, “The Civilization of the Greeks,” through the end of the entry on Sparta, pp. 83-91; in class, we will look at: Hector and Achilles from the *Illiad* (online)

OCTOBER

Week Seven (October 5th and 7th): Civilization Matures

- In class: Ancient Greek Culture: Sparta and Athens
 - Readings: *Essential World History*, pp. 91-100; in class, we will look at: Pericles Funeral Oration and the Melian Dialogue (both online)
- Online: Ancient Greece: Athens, Colonization and War with Persia
 - Readings: *Essential World History*, pp. 101-108; 110-116 (Early Rome and the Republic up to the Decline and Fall of the Roman Republic)

Week Eight (October 12th and 14th): Civilization Matures

- In class: Ancient Greek Colonialism, Alexander the Great and Early Rome
 - Readings: *Essential World History*, pp. 101-108; 110-116 (Early Rome and the Republic up to the Decline and Fall of the Roman Republic)

Map Project #1 due in class this week

- Online: Rome: The Early Roman Republic

Week Nine (October 19th and 21st): Civilization Matures and Midterm

- **IN CLASS: MIDTERM EXAM will take place in class this week in Owens 204**
- Online: The Late Roman Republic and the Establishment of the Roman Empire
 - Readings: *Essential World History*, pp. 116-26; in class, we will look at: Cicero “On the Laws” and Julius Caesar, “Caesar Crosses the Rhine” (both online)

Week Ten (October 26th and 28th): Culmination of Antiquity

- In Class: The Roman Empire: Leadership and Culture
 - Readings: *Essential World History*, finish reading pp. 150-159; in a discussion forum, we will look at: Perpetua (online)
- Online: Han China and Africa around the year 0 CE: Meroe, Berbers and the Garamantes
 - Readings: *World History*, on the Han Dynasty, pp. 72-81; the beginning of the poorly named chapter “Early Civilizations In Africa,” pp. 187-189; in a discussion forum, we will look at the Debate on Salt and Iron (online)

NOVEMBER

Week Eleven (November 2nd and 4th): Culmination of Antiquity

- In Class: Africa around the year 0 CE: Axumite Kingdom; the Kingdom of Ghana
 - Readings: *Essential World History*, pp. 189-193 (note that the history found in your textbook is different from what we discuss in class)
- Online: The Barbarians and the Byzantines (Charlemagne and the Byzantine Empire)
 - Readings: *Essential World History*, pp. 290-295 (up to “The World of Lords and Vassals”) and the beginning of the Chapter on “The Byzantine Empire and Crisis and Recovery in the West,” pp. 316-324 (up to “The Zenith of Byzantine Civilization”)

Week Twelve (November 9th and 11th): Culmination of Antiquity

- In Class: Persia and the Coming of Islam
 - Readings: *Essential World History*, pp. 162-171 (up to “Instability and Division”) and “Islamic Civilization” up to “Islamic Literature,” pp. 175-182
- Online: Islam and East Africa: Cultural Interactions
 - Readings: *Essential World History*, pp. 193-198 (Sorry, but the textbook is all wrong on the dating. These African civilizations were often organized far earlier than the book suggests)

SOURCE ANALYSIS #3: VIKINGS DUE THURSDAY, NOVEMBER 12TH BY MIDNIGHT VIA TURNITIN

Week Thirteen (November 16th and 18th): Culmination of Antiquity

- In Class: Islam (the Umayyad and Abbasid Dynasties), al-Andalus, and early medieval Africa
 - Readings: *Essential World History*, Africa through “Ghana” (up to Mali), pp. 198-200 (including the reading “Royalty and Religion in Ghana”)
- Online: Early Medieval India

- Readings: *Essential World History*, the beginning of the chapter “The Expansion of Civilization in South and Southeast Asia,” pp. 211-219 (up to “The Arrival of Islam”)

Week Fourteen (*Virtual*; November 23rd and 25th): **Thanksgiving Break**

- **Early Medieval China (Tang Dynasty)**
 - Readings: *Essential World History*, the beginning of the chapter “The Flowering of Traditional China” through to the start of “The Song Dynasty,” pp. 239-244
- **Thanksgiving Break: No classes**

NOVEMBER / DECEMBER

Week Fifteen (*Virtual*; November 30th and December 2nd): Last week of classes!

- South and Central America
 - Readings: *Essential World History*, “Early Civilizations in MesoAmerica from the Zapotecs up to “The Aztecs,” pp. 140-147
- Early Medieval Central America and Western Europe (the Vikings)
 - Readings: *Essential World History*, pp. 295 “The World of Lords and Vassals” up to “What was Feudalism”

Map Project #2 will be due via Turnitin on Wednesday, December 2nd, by midnight

THE FINAL EXAM WILL BE DUE ON TUESDAY, DECEMBER 8TH, BY MIDNIGHT

ASSIGNMENTS AND GRADE BREAKDOWN

There are three short papers as well as a mid-term exam and a final exam in this course. A map project is associated with each exam. The three **papers** are due, in order, on Thursday, September 3rd; Thursday, September 24th; and Thursday, November 12th. All three papers will be due at midnight *on Thursdays*. They should be one-to two-double-spaced pages (300 – 500 words) in length. The first two papers (worth 15% and 17% of your overall grade, respectively) will be examinations of a primary document, an account of Babylon by a Greek historian named Herodotus and a description of the coast of East Africa, respectively. The third paper (worth 20% of your overall grade) is an analysis of a document describing a Viking attack.

A hand-written **mid-term exam** (17% of the overall grade; Week Nine, either Monday, Oct. 19th, or Wednesday, Oct. 21st) will be taken in-class and the **final exam** will be sent

out to you at the end of the day on the last day of class. The final exam will be due by midnight on the day of our assigned exam (22% of the overall grade; Tuesday, December 8th). The midterm and final exams will be all essays. More detailed descriptions of the papers and exams are available online and the assignments will be announced and discussed in class over the course of the semester.

At the beginning of the semester, you will receive a printable blank **map** via Blackboard, which is to be filled out two times over the course of the semester. The first map is due in class during Week Eight at the end of our class period. This is the week before the midterm exam (the first map project is due in class on Monday, Oct. 12th, or Wednesday, Oct. 14th, depending on the day you attend class that week) and will make up 5% of your midterm exam grade. A second map, reflecting what we learned in the second half of the semester, is due via Turnitin by midnight on the last day of class (on Wednesday, December 2nd and comprises 5% of your final exam grade). Though when combined the two map projects are only a small percentage of your exam grade, they are easy projects to complete, and they help you prepare for your exams. If done properly, the map project should help boost your midterm and final exam grades.

Class participation is 9% of the overall mark. In addition to your participation in class discussions, your overall class participation grade reflects regular attendance, which will be taken. You also must participate in online discussion forums to be considered present on a day that we do not meet face-to-face. Multiple unexcused absences (either missing classes or skipping discussion forums) will result in a reduced class participation grade. Abuse of the attendance policy (regular unexcused absenteeism) will result in a *zero* class participation grade. Winthrop University policy states that a student who misses a total of 25% or more of the class meetings, which totals seven classes, will receive “a grade of F or U” for the course. In this class, **if you miss eight or more (unexcused) classes/discussion forums, you will fail the course.** Please send an email, voice-mail, or put a note on my door if you are not in class. I would let you know if I was going to miss a class, and I appreciate that you reciprocate this. There will be no extra credit assignments; however, consistently attending classes / discussion forums and being

attentive is a wonderful way to bolster your overall grade. Much of the content on the mid-term and final exams will be provided in class discussions and lectures or online in discussion forums and video lectures. Therefore, missing classes will not only result in a poor class participation grade, but also will make the exams more difficult. Please Note: Sleeping (even a short catnap) or the use of cell phones (without permission) during class will result in an automatic 0 for daily attendance.

Again, the breakdown of the overall grade is as follows:

Herodotus Babylon Analysis	15% of grade	Thurs., Sept. 3 rd at midnight
Periplus Source Analysis	17% of grade	Thurs., Sept. 24 th at midnight
• Map Project One	(5% of midterm grade)	Week Eight (Oct. 12/14) in class
Mid-Term Examination	17% of grade	Week Nine (Oct. 19/21) in class
Vikings Analysis	20% of grade	Thurs., Nov. 12 th at midnight
• Map Project Two	(5% of final exam grade)	Wed., Dec. 2 nd by midnight
Final Exam	22% of grade	Tues., Dec. 8 th by midnight
Class Participation	9 % of grade	

This course will be graded on a plus/minus basis. Each course component (the two Source Analyses, the Research Paper, the Mid-Term Examination, the Final Examination, and Class Participation) will receive a letter grade. The numerical value of the letter grade is equal to the grade points listed in the Winthrop University Catalog (e.g., a C equals 2.0). Your overall mark will reflect a weighted average of those grades. Utilizing the published rubric, which will be posted on Blackboard and reflect the rubric posted on the General Education website, the following letter grades will be assigned:

A+ = 98-100 points	Level 5 ~ Exceptional	Substantially exceeds requirements
A = 95 points	Level 4 ~ Superior	Exceeds requirements
B = 85 points	Level 3 ~ Commendable	Meets requirements
C = 75 points	Level 2 ~ Rudimentary	Partially meets requirements
F = 0-59 points	Level 1 ~ Minimal	Does not meet requirements

Your grade will be assigned using the Plus/Minus grading system:

94% - 100%	=	A	74% - 76%	=	C
90% - 93%	=	A-	70% - 73%	=	C-
87% - 89%	=	B+	67% - 69%	=	D+
84% - 86%	=	B	64% - 66%	=	D
80% - 83%	=	B-	60% - 63%	=	D-
77% - 79%	=	C+	59% or less	=	F

CLASS PARTICIPATION

Participation means that, whether in class or in an online discussion forum, you should listen attentively, offer answers to questions, pose questions of your own to the group, or make informed comments about the reading or the comments of other students. In addition to attendance, which is the foundation of your class participation grade, your overall class participation mark will be based on both the quality and quantity of your in-class and online contributions over the course of the semester.

A: Comments and/or questions show thoughtful reflection, keen insight, and good understanding of ideas; contributes significantly to other students' understanding; responds to and elaborates on other students' contributions; actively challenges own ideas; makes specific references to readings and connections to other discussions or themes discussed in class or online

B: Comments/questions show reflection and insight and some grasp of ideas; participation stimulates other students' thought; responsive to others' ideas; is willing to challenge own ideas; incorporates reading ideas, themes into discussion

C: Comments demonstrate a partial awareness of the readings; discussion is largely independent of others' remarks; shows little awareness of ideas other than own

D: Comments/questions are little developed; little interaction with remarks of others; participates rarely or reluctantly; focuses primarily on own experience; comments make it clear that the student did not do the readings

F: Comments/questions are irrelevant or disrespectful; pays little or no attention to others; shows no interest in self-examination; unresponsive to readings

Please Note: *Sleeping or the use of cell phones during class will result in an automatic 0 for daily attendance (even a short catnap). Likewise, regular tardiness, which includes being late for class or participating in discussion forums long after the rest of the class, and/or constant use of electronic devices, when used for something other than class, is inappropriate and will negatively affect your class participation grade.*

READINGS AND REQUIRED MATERIALS

Required Readings include:

- Duiker and Spielvogel, *The World History*, 9th edition (one volume)
- A notebook with sufficient space to take notes over the course of the semester and jot down thoughts and ideas

This book can be bought at the textbook store located within the DiGiorgio Campus Center. It is also available at Dacus Library, although it is kept with the textbooks (not with regular books in the stacks). Other reading assignments will either be placed in the “Reading” section of our Blackboard Website or handed out in class. We will often read documents in class, so make sure to check Blackboard to see what readings you should bring with you. There will also be an occasional article or book chapter assigned in addition to those listed on the syllabus.

ADDITIONAL INFORMATION

Winthrop University is committed to providing accessible learning experiences and equal access to education for all students. The syllabus is available in alternate formats upon request.

If you are a student with a disability (including mental health concerns, chronic or temporary medical conditions, learning disabilities, etc.) and you anticipate or experience academic barriers due to the condition, please contact The Office of Accessibility (OA) for information on accommodations, registration, and procedures. After receiving approval for accommodations through OA, please make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely manner.

Review the student code of conduct for university policies on academic misconduct. Academic misconduct will not be tolerated and will result in a failing grade on the assignment and/or in the course. The full handbook is available online at: (<http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf>)

Papers with significant documentation problems and/or plagiarism issues will earn a 0 (Please see your University Undergraduate Catalogue for more information on Academic Misconduct). Cheating, plagiarism, or any other form of academic dishonesty can result in your receiving an F in this course. Plagiarism refers to the act of presenting someone else's thoughts, words, ideas, or lines or argument as your own. Plagiarism is a serious academic offense and, whether intentional or not, is a violation of the Code of Student Conduct.

All electronic devices (including cell phones) should be set to silent and kept in your book bag or purse throughout class time unless otherwise instructed. **If such devices are seen at times when we are not using them as a class you will be counted absent.**

This syllabus is tentative, and may be updated over the course of the semester. An up-to-date syllabus, reflects any changes, will be available on Blackboard.

GENERAL EDUCATION GOALS, UNIVERSITY-LEVEL COMPETENCIES, AND STUDENT LEARNING OUTCOMES

This course satisfies the historical perspectives, global perspectives, and arts and humanities requirements of the general education program.

Satisfied University-Level Competencies for undergraduate students include:

- First: Winthrop graduates think critically and solve problems
- Third: Winthrop graduates understand the interconnected nature of the world and the time in which they live
- Fourth: Winthrop graduates communicate effectively

The global learning component(s) of this course is/are the following: By its very nature, this course adheres to the Global Learning Initiative.

In order to achieve these goals, this course will have the following student learning outcomes:

History Department Component Learning Objectives

Students in this course are expected to achieve the following learning objectives of the

History Department:

- (Department Outcome Two) History majors are personally and socially responsible. They demonstrate understanding of ethical dimensions of historical moments, processes, and developments
- (Department Outcome Four) History majors communicate effectively core themes, ideas, and subject matter, in both written and oral form

Historical Perspective Component Learning Objectives

Students in this course are expected to achieve the following learning objectives related to the historical perspective:

- Read, write, and speak standard English on historical topics
- Critically read significant primary and/or secondary sources on historical questions. Students should be able to understand their reading, as well as spoken and non-verbal messages

- Understand and practice rhetorical techniques and styles by speaking and writing on historical subjects. Speaking might include formal oral presentations, informal class discussion or small group discussions, or peer review. The writing component should include demonstrated writing competence appropriate to the level of the course. This should be demonstrated through a number of evaluated writing assignments
- Identify sound and unsound historical reasoning
- Demonstrate knowledge of diverse cultural, aesthetic, and/or intellectual viewpoints and milieus
- Demonstrate ability to “think historically,” i.e., they appreciate both the differences and the relationships between past and present and how past eras differ from one another
- Demonstrate an understanding of how historical change occurs and what causes it
- Articulate a philosophy of history or be able to use the “tools” of historiographical study and research
- Demonstrate knowledge of significant information specific to the topic, time period, or culture addressed
- Analyze, synthesize, and critically evaluate “difference” and the value of diversity. Put in its most fundamental expression, students should be aware of and resist the easy temptation to equate “different” with “inferior” or “wrong”
- Demonstrate an appreciation of universal themes or “human constants” across historical periods; e.g., basic needs, gender relations, poverty, wealth, property relations, political movements, aesthetic values, and religious experience
- Demonstrate awareness of interrelationships that foster change among societies, regions, nations, and cultures
- Identify the root causes of historical changes or conflict and articulate methods of conflict resolution
- Demonstrate recognition of historical causes for present realities
- Demonstrate awareness of the impermanence of present circumstances and the inevitability of change in future realities
- Demonstrate knowledge of how artistic forms and expressions have changed over time periods, cultures, and disciplines
- Demonstrate understanding of the relationships among various art forms within their socio-historical contexts
- Critically evaluate the connections between the arts and society

Humanities and Arts Perspective Component Learning Objectives

Students in this course are expected to achieve the following learning objectives related to the humanities and arts perspective:

- Demonstrate knowledge of and appreciation for diverse intellectual and/or cultural viewpoints
- Critically evaluate diverse intellectual and/or cultural viewpoints

- Demonstrate knowledge of the history of the arts
- Demonstrate understanding of the relationships among various art forms within their sociohistorical contexts
- Demonstrate knowledge of and appreciation for diverse values and beliefs
- Critically evaluate those values and beliefs
- Examine their own values and beliefs
- Critically evaluate materials in a variety of formats (e.g., written, oral, visual, etc.)
- Gather information and to develop and effectively communicate ideas in Standard English

Global Perspective Component Learning Objectives

Students in this course are expected to achieve the following learning objectives related to the global perspective:

- To expose students to multiple perspective such as the influences of economic, historical, political, social, and cultural forces in the development and functioning of the world
- To study the effects of such forces on particular countries, cultures, and geographic regions
- To apply critical thinking and analytical skills
- To recognize human diversity (both past and present)

This course conforms to the *General Education guidelines* by requiring four written assignments.