

THINK 2023 - History 208:

Introduction to Global History I: Prehistory to 1500 CE

Prof. Edward Schoolman

1. GENERAL SYLLABUS INFORMATION

- 1.1. TOPICS AND SCOPE: Examination of earliest civilizations of Asia, North Africa, the Americas and Europe -- Mesopotamia, Egypt, Israel, India, China, Greece, the Maya, and Rome -- from development of settled agricultural communities until 1500 CE, with focus on rise of cities, organization of society, nature of kingship, writing and growth of bureaucracy, varieties of religious expression, the global connections among cultures and societies.
- 1.2. HISTORICAL METHOD: This course will touch on texts and issues that may be important to you on a personal level for a variety of reasons. Still, you will need to bear in mind that this course adopts a historical approach to its subject matter. You should be prepared to subject all the materials we will be studying in this course (including Hindu, Buddhist, Jewish, Christian, and Muslim sources) to historical investigation using the full range of academic tools available. Special emphasis will be placed on the careful and critical use of historical texts and artifacts (coins, statues, buildings, and images). But it will also be our job to assess *critically* the interpretations that the scholars we are reading have offered of these sources.
- 1.3. REQUIRED TEXTS: Textbooks and materials are purchased and provided to students by the THINK program.

2. LEARNING OUTCOMES

- 2.1. UNR STUDENT LEARNING OUTCOMES: This course satisfies CO11, *Global Contexts*. Upon completion of this course:
 - 2.1.1. Students will be able to analyze and interpret primary sources on the development of ancient and medieval societies across the world through class discussions and written assignments.
 - 2.1.2. Students will be able to analyze and clearly explain the argument, main points, and use of evidence in secondary sources, through class discussion and written assignments.
 - 2.1.3. Students will be able to analyze the historical experiences and interactions among diverse groups and cultures pre-modern global history, and interpret connections between localized events and their global contexts, through discussion, essays, and exams.
- 2.2. AHA COURSE LEARNING OUTCOMES: These are broadly constructed Outcomes based upon the recommendations of the American Historical Association in their document: *Benchmarks for Professional Development in Teaching of History as a Discipline* (<http://www.historians.org/teaching-and-learning/classroom-content/resources/benchmarks-for-professional-development>)

- 2.2.1. Students should demonstrate their ability to interpret the processes of change and continuity.
 - 2.2.2. Students should be able to effectively utilize and assess historical documents.
 - 2.2.3. Students should be able to comprehend and evaluate different historical interpretations.
 - 2.2.4. Students should be able to recognize, explain and analyze how history and historical developments can be framed in historical periods or epochs and how various epochs and periods differ from one another.
 - 2.2.5. Students should recognize the importance of different types of events and historical processes such as social, cultural, religious, economic, technological and political developments and their mutual relationships and interaction. For example, in addition to being able to discuss and analyze religious and scientific developments separately, students should see that religion and science may impact each other and both fit into a larger category of cultural developments.
 - 2.2.6. Students should be able to compare and contextualize major global historical developments and themes across the regions and cultures of the world within the same period and across periods.
- 2.3. STUDENT LEARNING OUTCOMES and *Worlds Together, Worlds Apart*, Concise 2e: Your textbook, *Worlds Together, Worlds Apart*, contains tools in each chapter that introduce students to the history skills discussed in the American Historical Association's article on benchmarks for teaching history.
- 2.3.1. The "Core Objectives" at the beginning of each chapter offer a guide for examining the causes and effects of the historical developments discussed in each chapter. They can help students demonstrate their ability to interpret the processes of change and continuity over time. In addition, the study questions offered at the end of each chapter can be modified for a classroom discussion or an essay on the causes of historical change.
 - 2.3.2. Primary source documents are included at the end of each chapter in "Global Themes and Sources." Artwork and other visual sources are found throughout each chapter, and in "Interpreting Visual Evidence." Students should be challenged to use these sources in combination with the study questions to utilize and assess historical documents in the process of developing the research skills necessary to build their own historical arguments.
 - 2.3.3. Students are presented with historical interpretations other than those of the authors of *Worlds Together, Worlds Apart* authors in "Current Trends in World History." Students can answer the same question that these outside historians have attempted to answer to better understand and evaluate differing historical interpretations.
 - 2.3.4. The "Chronology" timeline helps students recognize, explain, and analyze how historical developments can be framed in historical periods or epochs and how various epochs and periods differ from one another. "Thinking about Global Connections" sections at the end of each chapter further emphasize the historical context for different periods across regions.
 - 2.3.5. "The Big Picture" helps students sharpen their analytical thinking about the interrelationships of events and historical processes and leads students to think about larger trends in populations, trade, and social, religious, cultural, economic, technological and political development.

2.3.6. Each chapter begins with several "Global Storylines" that emphasize comparisons and connections to trends happening concurrently around the globe. Maps and primary sources provide context that frame each chapter's "Global Storylines." The "Core Objectives" found at the beginning of each chapter also allow students to easily compare themes across chapters by looking at how objectives change over time. By utilizing the various resources located within each chapter and the book as a whole, students are better able to develop their own historical interpretations using this single text. Lively classroom engagement through writing, debate, discussion, and other guided activities drives home the point that history is a living process.

3. COURSE POLICIES

3.1. COMMUNICATION POLICY: The primary means of communication outside of class will be e-mail. For the fastest response:

- In your email body, please **identify yourself** and **identify the issue in the first line**.
 - For example: “Dear **Prof. Schoolman**: This is **Paul Diacono**. I am writing about a problem I am having **accessing the discussion participation self-assessment**.” (Bold for emphasis here – you don’t need to do that in your emails).

3.2. ACADEMIC DISHONESTY: Plagiarism and cheating are serious forms of academic misconduct and will not be tolerated. The following definitions and courses of action are taken from the Academic Standards section of the university administrative manual available here: <https://www.unr.edu/administrative-manual/6000-6999-curricula-teaching-research/instruction-research-procedures/6502-academic-standards>

Academic dishonesty includes, but is not limited to, the following:

Plagiarism: (1) the appropriation of another person's ideas, processes, results, or words without giving appropriate credit; (2) the submission of ideas, processes, results or words not developed by the student specifically for the coursework at hand without the appropriate credit being given; or (3) assisting in the act of plagiarism by allowing one's work to be used as described above.

Cheating: For purposes of this policy, cheating is defined as:

- a. obtaining or providing unauthorized information while executing, completing or in relation to coursework, through verbal, visual or unauthorized use of books, notes, text and other materials;
- b. unauthorized collaboration on an assignment
- c. turning in the same work in more than one class (or when repeating a class), unless permission is received in advance from the instructor;
- d. taking an examination for another student, or arranging for another person to take an exam in one's place;
- e. altering or changing test answers after submittal for grading;
- f. altering or changing grades after grades have been awarded;
- g. altering or changing other academic records once these are official; and/or

- h. facilitating or permitting any of the above-listed items.
Sanctions for violations of university academic standards may include the following: (1) filing a final grade of “F”; (2) reducing the student’s final course grade one or two full grade points; (3) awarding a failing mark on the test or paper in question; (4) requiring the student to retake the test or resubmit the paper.
- 3.3. CONTENT ACCESSIBILITY: This course may leverage 3rd party web/multimedia content, if you experience any issues accessing this content, please notify your instructor.
- 3.4. DISABILITY SERVICES: Any student with a disability needing academic adjustments or accommodations is requested to speak with the Disability Resource Center (Pennington Student Achievement Center, Suite 230, via phone (775) 784-6000, or by email at drc@unr.edu) as soon as possible to arrange for appropriate accommodations.
- 3.5. STATEMENT ON AUDIO AND VIDEO RECORDING: Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.
- 3.6. DIVERSITY: The University of Nevada, Reno actively supports a diverse and inclusive campus culture. The diversity that students bring to this class makes it stronger and richer. It is my intent to present materials and activities that are respectful of diversity and identity, including, but not limited to, gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know how I can improve the effectiveness of this course (I will provide opportunities for anonymous feedback as well).
- 3.7. RESPECTFUL CLASSROOM: Since much of this course is dedicated to class discussion, I encourage all students to speak their minds during such discourses without fear of reprisal. The only way to expand upon, counter, or otherwise enter into discussions in academia is to be prepared to state, defend, and interrogate one’s own beliefs, and as such, it is critical that students be both honest and respectful in discussion. However, while discussion can and should become spirited, at no time will abusive language or personal attacks be tolerated. Not only is this counter to the educational goal of the course, but it is also against UNR’s Code of Student Conduct. [Adapted from Michael Cavanaugh]
4. COURSE WORK, ASSIGNMENTS, AND GRADING
- 4.1. ASSIGNMENTS: This course has four main types of assignments.
- 4.1.1. *InQuizitive*: These assignments are completed online through the Textbook Digital Landing Page via links available on WebCampus. Each assignment should take between 30-45 mins, and as the points are cumulative each student can continue taking the assignment until they reach 100%. There are 10 *InQuizitive* assignments, one for each chapter of the text book, and they are each worth 10 points.

4.1.2. *History Skills Tutorials*. Like the *InQuizitive* assignments above, these are completed online through the Textbook Digital Landing Page via links available on WebCampus. Each assignment should take between 15-20 mins, and as the points are cumulative each student can continue taking the assignment until they reach 100%. There are 3 *History Skills Tutorials*.

4.1.3. *Primary Source Exercise*. These are group assignments based on primary texts that are not included in your textbook. You must be present to participate. Each exercise is valued at 10 points.

4.1.4. *Other Assignments*: There are several smaller assignments specific to the themes of the course and vary from 5 to 10 points.

4.1.5. *Midterm*: The midterm is an in-class writing and analysis project that will take place in the middle of the course

4.1.6. *Final Project* The final project is composed of four “essay” questions based on the primary sources included at the end of each chapter of your book, it is untimed and “take-home”

4.2. GRADING PERCENTAGES:

Percent of Final Grade	Assignment
40	10 <i>InQuizitive</i> assignments + 3 <i>History Skills Tutorials</i> (the lowest 3 are not counted)
10	12 <i>Primary Source Exercises</i> , Discussions, Quizzes (the lowest 3 are not counted)
10	Midterm Project
50	Final Project

5. COURSE SCHEDULE

Week 1

Class 1: Introduction and Benchmarks

Reading

- There are two prereading assignments:
 - Please review the introduction to *WTWA*
 - *Global History* review article

Assignments

- InQuizitive – “How to Use InQuizitive” (Does not contribute to final grade)
- History Skills – Analyzing Primary Sources
- Discussion – “Beginning of History”

Discussion and Lecture

- Course Overview
- Beginning of History/Finding Something Beautiful

Class 2: Becoming HumanReading

- WTWA Ch 1

Assignments

- InQuizitive – Ch 1
- History Skills – Analyzing Images
- Discussion – What makes us human?

Discussion and Lecture

- Becoming Human
- Beginning of History/Finding Something Beautiful

Class 3: First StatesReading

- WTWA Ch 2

Assignments

- InQuizitive – Ch 2
- History Skills – Analyzing Maps
- Primary Source Exercise

Discussion and Lecture

- First States
- Primary Source Exercise: Cost and benefits of urbanization

Class 4: Nomads, Territorial States, and Microsocieties, 2000-1200 BCEReading

- WTWA Ch 3

Assignments

- InQuizitive – Ch 3
- Primary Source Exercise: Territorial state interaction
- Primary Source Quiz

Discussion and Lecture

- Nomads, Territorial States, and Microsocieties, 2000-1200 BCE
- Primary Source Exercise: Territorial state interaction

Class 5: First Empires and Common Cultures in Afro-Eurasia, 1250-325 BCEReading

- WTWA Ch 4

Assignments

- InQuizitive – Ch 4
- Primary Source Exercise: Bronze Age Expressions of Authority and Legitimacy

Discussion and Lecture

- First Empires and Common Cultures in Afro-Eurasia, 1250-325 BCE
- Primary Source Exercise: Bronze Age Expressions of Authority and Legitimacy

Week 2**Class 6: Worlds Turned Inside Out, 1000-350 BCE**Reading and Viewing

- WTWA Ch 5

Assignments

- InQuizitive – Ch 5
- Primary Source Exercise: Ancient Political Philosophy
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Discussion and Lecture

- Worlds Turned Inside Out, 1000-350 BCE
- Primary Source Exercise: Ancient Political Philosophy

Class 7: Shrinking the Afro-Eurasian World 350-100Reading and Viewing

- WTWA Ch 6

Assignments

- InQuizitive – Ch 6
- Midterm Q&A

Discussion and Lecture

- Shrinking the Afro-Eurasian World 350-100
- Considering Hellenistic Culture

Class 8: MidtermAssignments

- Midterm Project

Class 9: Introduction to Global Environmental HistoryReading

Selections from *A Companion to Global Environmental History*

- Global Environmental History: An Introduction (p. xvi-xxiv)
- Ch 2. The Ancient World c. 500 BCE – 500 CE (p. 18-38)

Discussion and Lecture

- Environmental History of the Ancient World

Class 10: Han Dynasty China and Imperial Rome, 300 BCE-300CE

Reading

- WTWA Ch 7

Assignments

- InQuizitive – Ch 7: Han Dynasty China and Imperial Rome, 300 BCE-300CE
- Week 10 Discussion – Comparing the Roman Empire and Han Dynasty

Discussion and Lecture

- Han Dynasty China and Imperial Rome

WEEK 3

Class 11: Rise of the Universal Religions, 300-600 CE

Reading

- WTWA Ch 8

Assignments

- InQuizitive – Ch 8: Rise of the Universal Religions, 300-600 CE
- Primary Source Exercise: Travel at the end of the Ancient World

Discussion

- Rise of the Universal Religions, 300-600 CE
- Primary Source Exercise (Group): Travel at the end of the Ancient World

Class 12: New Empires and Common Cultures, 600-1000 CE

Reading

- WTWA Ch 9

Assignments

- InQuizitive – Ch 9: New Empires and Common Cultures, 600-1000 CE
- Discussion – Women in Medieval Culture

Discussion

- New Empires and Common Cultures, 600-1000 CE
- Women in Medieval Society

Class 13: Chapter 10: Becoming “The World,” 1000-1300 CE

Reading

- WTWA Ch10

Assignments

- InQuizitive – Ch.10: Becoming “The World,” 1000-1300 CE
- Primary Source Exercise: Global Travel in the Middle Ages

Discussion

- Becoming “The World,” 1000-1300 CE
- Global Travel in the Middle Ages
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Class 14: Pandemic in Global History + Visit to Special Collections

Reading and Viewing

- Procopius on the Plague in Constantinople [Web]
- The Justinianic Plague [Web]

Discussion

- Pandemic from the Justinianic Plague to Covid

Cl15: Crisis and Recovery in Afro-Eurasia, 1300-1500

Reading

- No reading! (Optional Ch 11)

Assignments

- Final Project Due!

Discussion

- Final Project!
- Crisis and Recovery in a Global Perspective