

Term Information

Effective Term Summer 2021
Previous Value Spring 2016

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Online teaching approval

What is the rationale for the proposed change(s)?

Teaching this course online will enable the History Department to reach a wider, more diverse audience. The online format, for example, offers flexibility to students registered with Student Life Disability Services. The online format can liberate students from the physical limitations of the classroom setting. Program 60 students who live outside of the Columbus metropolitan area, moreover, can audit the online class more easily than the traditional in-person class. This helps the History Department and the university fulfill its mission of public outreach, extending the university's resources across the state and beyond

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	1681
Course Title	World History to 1500
Transcript Abbreviation	World Hist to 1500
Course Description	Comparative survey of the world's major civilizations and their interconnections from the beginnings of human civilization through 1500.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>Yes, Greater or equal to 50% at a distance, Less than 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No

Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, or permission of instructor.
Exclusions	Not open to students with credit for 2641.
Previous Value	Not open to students with credit for 181 or 2641.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	General Studies Course
Intended Rank	Freshman

Requirement/Elective Designation

General Education course:
Historical Study; Global Studies (International Issues successors)
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will recognize how past events are studied and how they influence today's society and the human condition.
Content Topic List	<ul style="list-style-type: none">• Hunting and gathering• The origins of agriculture• Rise of civilization in the Middle East and Africa• Rise of civilization in India and China• Early civilizations in the Americas• Rise of civilization in Greece and Asia Minor• Hinduism and Buddhism in post-Aryan-migration India• Persian empires and Zoroastrianism• Classical Greek civilization• The Roman and Han Chinese empires• The rise and spread of Islam• The spread of Buddhism to China• The Tang dynasty• The Song dynasty

COURSE CHANGE REQUEST
1681 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/10/2021

Sought Concurrence

No

Attachments

- DL History 1681 syllabus.docx: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- Hist 1681.docx: ASC Tech Checklist
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- History 1681 World History Pre-1500.docx: In person syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)

Comments

- Making minor edits *(by Elmore, Bartow J on 02/08/2021 08:20 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	07/17/2020 12:31 PM	Submitted for Approval
Revision Requested	Elmore, Bartow J	02/08/2021 08:20 PM	Unit Approval
Submitted	Heikes, Jacklyn Celeste	02/10/2021 10:03 AM	Submitted for Approval
Approved	Elmore, Bartow J	02/10/2021 11:15 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/10/2021 01:59 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	02/10/2021 01:59 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: HISTORY 1681

WORLD HISTORY TO 1500

SUMMER 2020, 6W1

Course overview

Instructor

Instructor: Dr. Catalina Hunt
Email address: hunt.351@osu.edu
Office hours: WF 9:00AM-11:00AM
Office Location: CarmenZoom

Course Coordinator

Course description

This course is intended to provide students with an introduction to World History. It aims to examine some of the major ideas, people, trends, institutions, and events in the premodern history of the globe. No course can possibly cover all the factors and forces, great and small, which shaped the evolution of humanity over our earliest millennia. With that realization in mind, I designed this course around the reading and discussion of primary documents that support two major themes: ideas, religions, and philosophies; and political and social institutions. The course textbook will supplement these narratives with greater social, economic, military, and environmental contexts. Our narrative will unfold chronologically, beginning with the first societies and culminating in the complex, globalizing planet that stood at the threshold of the early modern age.

There will be two lectures each week:

1. The 1st lecture of the week will be “live” on Zoom, every Wednesday from 10 AM to 12 PM (except for June 5, which is the Friday following the MIDTERM, and June 11, which is the Thursday following the “Past in the Present” assignment).
2. The 2nd lecture of the week will be recorded and posted on Carmen every Sunday by 12 PM.

Our online format also means that a substantial portion of your grade will be based on discussion posts and online quizzes, which are based on lecture notes, course textbook, and primary sources. This course requires independent studying and time management skills, but students will also be assisted with textbook reading guides and primary sources reading questions (the latter will be posted within each week’s module). Students should also feel free to take advantage of weekly office hours available through Zoom (instructions regarding how to use Zoom will be provided on Carmen) and to email me with any questions or concerns at hunt.351@osu.edu.

Course learning outcomes

By the end of the course, students will be able:

1. To understand the unique histories of the world’s rich variety of peoples.
2. To understand the many different religions and traditions embraced by the world’s people as well as how encounters with other cultures brought about inevitable global change.
3. To become familiar with the most important features of world civilizations.
4. To contextualize premodern ideas, religions, and philosophies within broader political, economic, and social frameworks.

GE Course Information

Historical study objectives and how they are achieved: History courses develop students’ knowledge of how past events influence today’s society and help them understand how human beings view themselves. In history courses, students are expected to:

1. Acquire a perspective on history and an understanding of the factors that shape human activity (through readings, lectures, and digital materials).
2. Display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding (through note-taking, the exams, and the written assignments).
3. Think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts (through the exams, written assignments, asking questions online, and discussing historical topics online).

Global studies objectives and how they are achieved:

1. Global studies courses help students become educated, productive, and principled citizens of their nation and the world (through readings and lectures).

2. Students exhibit an understanding of political, economic, cultural, physical, and social differences among the nations of the world, including a specific examination of non-western culture (through a variety of exams and writing assignments).

Course materials

1. Jerry H. Bentley, Herbert F. Ziegler, Heather E. Streets-Salter, *Traditions & Encounters. A Brief Global History, Volume I: To 1550*, Third Edition (McGraw Hill, 2013). ISBN: 978-0073406978. This textbook is the context reader for this course. You can rent the book from Amazon for \$29-69 (<https://www.amazon.com/Traditions-Encounters-Brief-Global-History/dp/0077412052>) or own an E-book for \$54 at (https://www.chegg.com/textbooks/traditions-encounters-3rd-edition-9780077412050-0077412052?c_id=sem&c_id=sem&utm_source=google&utm_medium=cpc&utm_campaign=tb--long_tail-googleshopping_group7&utm_content=PRODUCT_GROUP&gclid=EAIaIQobChMIzoChtPrI6AIVk8DACH23Zwp5EAQYAIAABEGKDMPD_BwE&gclid=aw.ds).
2. Matthew Yates, *A History of the World, Part I, Primary Documents Supplement Packet* (will appear on course schedule as Yates Packet). This is a free packet of documents that we will examine in this course. An electronic version of it is posted on Carmen. You will be required to read from it on a daily basis.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenZoom text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Grading and faculty response

Grades

Assignment or category	Points
"The Past in the Present" assignment	10%
Quizzes	10%
Discussion Posts	18%
Midterm	20%
Media Paper	17%
Final Exam	25%
Total	100%

See course schedule, below, for due dates

Assignment information

(1) "The Past in the Present" Assignment (due Wednesday June 10, by 11:59 pm via CarmenCanvas): This is a short paragraph about how an artifact, image, or cultural

phenomenon from an ancient civilization is deployed in a modern society. You should choose an image, an artifact, or a cultural phenomenon from one of the civilizations covered in this class and explain how it is deployed in a modern society (e.g., in commercials, logos, flags, coinage).

Examples:

1. An abstract form of the winged sun disk that symbolizes the supreme Zoroastrian god Ahura Mazda is currently used as a logo by the Mazda car company.
2. The currency of present-day Tajikistan in Central Asia, the somoni, is named for Ismail al-Samani, the greatest ruler of the Samanid dynasty, which ruled part of Central Asia under the Abbasid caliphate in the 9th and 10th centuries C.E.
3. Various commercial products: Ajax cleanser, Midas mufflers, the Mars bar, Nike shoes, Mercury cars, etc.

These images and phenomena occur in many contexts. The example you choose might come from advertising, from a country's currency, or from symbols employed by the ministry of culture and/or tourism in a particular country. A good way to locate such an image or phenomenon is to choose a country and visit the web site of its Ministry of Culture or Ministry of Tourism. Or you could Google the name of the country plus "tourism." You might also choose a prominent city and visit its official website. Figures from Greek and Roman mythology are acceptable.

Format: Start by explaining what your image or artifact signified in the civilization in which it originated. Don't forget to supply location and approximate dates for the civilization in question. Then explain how the image or artifact is employed in a modern context and how this usage compares to its original usage. If at all possible, provide an illustration of your image or artifact.

Example: The winged sun disk, even though it probably originated in ancient Egypt, came to represent Ahura Mazda, the supreme god of the Zoroastrian religion, which originated in Iran 1500 B.C.E. and was the official religion of the major Persian empires. In Zoroastrian belief, Ahura Mazda is associated with light, wisdom, and truth. He is opposed by a force of darkness and evil known as Angra Mainyu or Ahriman. Today, the Mazda car company, which is based in Japan, has adopted Ahura Mazda's name and an abstract version of the winged sun disk, which it uses as a logo on its cars. Obviously, the car manufacturers are not Zoroastrian, and their use of the name and symbol has little to do with Zoroastrian belief. On the other hand, the name Mazda is similar to the last name of the company's founder, Jujiro Matsuda. At the same time, the name and logo represent positive qualities that the company may hope will inspire consumers to buy Mazdas.

Please make sure you USE YOUR OWN WORDS. "Turn It In" is activated for this assignment and will catch any prose lifted from a web page. Your paragraph must be uploaded to CarmenCanvas by **June 10 (W) 11:59 PM.**

(2) Quizzes: You will take a quiz that tests your knowledge at the end of each lesson, except for lesson 12, which will end with your final exam. Although online quizzes are inevitably open-note, quizzes have a strict time limit (20 minutes) to complete them, so students are highly advised to take notes and study the material before taking the quiz. Quizzes will contain only one sentence identifications and/or multiple-choice sentences. Students cannot begin the quiz and

then finish it later, nor can they work together on quizzes. Access to the quiz will end immediately after the due date and time. Any quizzes not completed by that time without an instructor-approved excuse will receive a 0 (zero). Quizzes will only be reopened for a student in the case of a documented medical or family emergency. If your Internet or Carmen malfunctions while you are taking the quiz, take screen shots of your answers and contact me immediately. Students are advised to submit quizzes well in advance of the deadlines and to ensure that they have access to a functioning Internet connection. A malfunctioning Internet will only be excused one time (at my discretion). Campus and public libraries have many computer resources if your own devices are not reliable. The worst quiz result will be dropped.

(3) Discussion Posts: Each week there will be a required Carmen discussion board, often asking students to respond to video materials. These are due at the same time quizzes for that week are due, according to the timetable indicated in the class schedule, which you will find at the end of this syllabus. Access to the discussion board will end after that time and no late posts will be accepted, except in the case of documented medical or family emergency. Posts should be 100 - 200 words and be thoughtful, substantial, and supported by historical evidence (facts). When you give an opinion, you should provide specific examples (cases) from your course readings that support your claim. You cannot use examples from other classes or what you read in your spare time. You must also mention a student's post within your post in order to receive full points for your contribution. You may agree with a student's point, but you must explain why and provide your own evidence, rather than simply stating you agree. If you disagree with another student, explain why, but do so respectfully and with evidence. Disrespectful comments will not be tolerated on these threads. Students must follow all these requirements in order to receive full credit for these posts.

(4) & (6) Midterm and Final Examinations:

These exams will be timed and will consist of a combination of shorter and longer answers to specific questions. **The midterm exam is scheduled on June 3 (W); the final exam is scheduled on June 22 (M), both by 11:59 PM.**

(5) Media paper: This is a short paper in which you examine an article from any journal you may come across which relates to or is relevant for the study of World History. Formatting requirements: 2 pages minimum - 3 pages maximum; Times New Roman, 12 size font, single spaced, footnotes & bibliography of minimum 4 sources (2 from course material and 2 from the online library catalog).

This paper is meant to provide you an opportunity, as an individual, to read material outside the classroom in the context of our social, political, economic, and cultural life at local, national, and international levels. Over the course of the semester, you will choose an article from one of the major newspapers (local, national, or international) that relates to our course. You will read it, take notes of what it describes, and evaluate its relevance/importance for the study of world history. The goal of this assignment is for you to find ways to intersect our discussions of issues concerning the history of world history with ongoing media publications. Some relevant newspapers include The New York Times, The Wall Street Journal, The Washington Post, The Guardian, Financial Times, and The Daily Telegraph.

Structure of paper:

- 1) *Introduction*: Please state the title of the article, its author, and where it was published. Then state the topic that the article discusses and briefly mention its main ideas.
- 2) *Main body of paper*:
 - a. What was the first idea that was discussed/presented in this article?
 - b. What was the second idea that was discussed/presented in this article?
 - c. How would you assess the importance of these ideas in light of what you've learned in our class? How can you connect that information with our course material? In what ways does the article complement and/or enrich what we've learned in our class?
- 3) *Conclusions*: Please summarize your ideas and briefly state why you chose this article. Why do you think this article is relevant for the study of World History?

Correct grammar, spelling, and formatting: Please make sure to check grammar and spelling before you submit the paper. I do take 1 point off for incorrect grammar or spelling, and 2 points off for unclear sentences because they affect the quality of the analysis. Please note that late papers will not be accepted, except in cases of documented university-related events and documented personal illness.

Papers should be based solely on 2 sources from the course (lecture notes, textbook, and CarmenCanvas readings/videos) and 2 sources from the online OSU library catalog (can be books, articles, posters, cartoons, videos). Further instructions will be provided on CarmenCanvas. Due **June 17 (W) at 11:59 pm**. The submission window will close after this point and no late papers will be accepted, except in the case of a well-documented medical or family emergency. In this case, the student must contact me as soon as possible. If you experience a technological issue with Carmen, the essay should instead be emailed to me by the same due date and time.

Late assignments

If you submit work late (without my permission - which I am open to granting at student request due to the pandemic situation-), I will be downgrading your work by one letter grade for each day it is late. Work that is four or more days late will not be accepted. Incomplete grades will not be given except in dire circumstances, which must be documented.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+

60–66.9: D
Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in:**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions:**
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums:**
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Student academic services

Student academic services offered on the OSU main campus
<http://advising.osu.edu/welcome.shtml>.

Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

Academic integrity policy

Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **MLA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines			
1	May 13-19	The First Complex Societies (5,000 BCE-500 BCE)			
		Lessons	Topic	Readings	
		Lesson 1	The Transition to Agriculture	Bentley textbook, 3 rd edition Watch : <i>Guns, Germs, and Steel, Episode 1: Out of Eden</i> (2005, 55 minutes) https://www.youtube.com/watch?v=b9q1eRmJLd0	
		Lesson 1	Mesopotamia	Bentley textbook, 3 rd edition Primary source: "The Flood," <i>Epic of Gilgamesh</i> , Yates Packet Primary source: <i>The Code of Hammurabi</i> , Yates Packet	
		Lesson 1	Egypt	Bentley textbook, 3 rd edition Primary source: "Hymn to the Nile," Yates Packet	
		Lesson 1: "Live" Zoom session, Wednesday, May 13, 10 am – 12 pm (before a session, please read the material assigned for lesson 1, which is listed above) Quiz 1: Due Saturday, May 16, by 11:59 pm (on Transition to Agriculture; Mes Egypt)			
		Lesson 2	Israel	Bentley textbook, 3 rd edition Primary source: "The Fall," <i>Genesis</i> , Yates Packet Primary source: "The Ten Commandments," <i>Exodus</i> , Yates Packet	
		Lesson 2	Persia	Bentley textbook, 3 rd edition Primary source: "Sixteen Perfect lands Created by Ahura Mazda, and As Many Plagues Created by Angra Mainyu," <i>Avesta</i> , Vendidad, Fargard 1, Yates Packet Watch: <i>Iran: Seven Faces of Civilization</i> (2007) https://www.youtube.com/watch?v=1vMPgVmR8xU	
		Lesson 2: Recorded Zoom lecture, available Sunday, May 17 by 12 PM (before this lecture, please read the material assigned for lesson 2, which is listed above) Quiz 2: Due Tuesday, May 19, by 11:59 pm (on Israel, Persia) Discussion Post 1: Due Tuesday, May 19, by 11:59 pm (On <i>Guns, Germs, and Steel Episode 1: Out of Eden</i>)			
		2	May 20-26	Ancient Eurasian Societies (5,000 BCE-500 BCE)	
Lessons	Topic			Readings	Pages
Lesson 3	India			Bentley textbook, 3 rd edition Primary source: "The Sacrifice of Primal Man," <i>Rig Veda</i> , Yates Packet	47-55 17-18

Lesson 3	China	Bentley textbook, 3 rd edition Primary source: “Peasant’s Protest” (posted in the Week 2 module)	56-65 60
Lesson 3	Ancient Societies in the Americas and Oceania	Bentley textbook, 3 rd edition Primary source: “The <i>Popol Vuh</i> on the Creation of Human Beings,” in Bentley textbook Watch: The Popol Vuh (with animation) https://www.youtube.com/watch?v=vOEQNo5m4rg	67-76 (Mesoamerica); 76-78 (South America); 78-82 (Oceania) 70
<p>Lesson 3: “Live” Zoom session, Wednesday, May 20, 10 am – 12 pm (before attending this session, please read the material assigned for lesson 3, which is listed above)</p> <p>Quiz 3: Due Saturday, May 23, by 11:59 pm (on India; China; the Americas, Oceania)</p>			
Lesson 4	Ancient Greece	Bentley textbook, 3 rd edition Primary source: Homer, <i>The Iliad</i> , “The Death of Hektor,” Yates Packet Primary source: Heraclitus, <i>Fragments</i> , Yates Packet Primary source: Parmenides, <i>On Nature</i> , Yates Packet Primary source: Protagoras, <i>Fragments</i> , Yates Packet Watch: <i>Troy</i> (2004, director Wolfgang Petersen). Rent for \$3,99 https://www.youtube.com/watch?v=Q3HquKCNkdE	139-44; 148-49; 151-52 41-44 44-45 45-46 46
Lesson 4	Ancient Rome	Bentley textbook, 3 rd edition Primary source: Livy, <i>The History of Rome</i> , “The Rape of Lucretia,” Yates Packet Watch: <i>Ultimate Rome: Empire Without Limits</i> (BBC, 2016, narrated by Cambridge historian Mary Beard) https://www.youtube.com/watch?v=GYjnRAFFy4g	153-54; 158-160 64-65
<p>Lesson 4: Recorded Zoom lecture, available Sunday, May 24 by 12 PM (before listening to this lecture, please read the material assigned for lesson 4, which is listed above)</p> <p>Quiz 4: Due Tuesday, May 26, by 11:59 pm (on Ancient Greece, Rome)</p>			

		Discussion Post 2: Due Tuesday, May 26, by 11:59 pm (On either <i>Troy</i> , <i>Ultimate Rome: Empire Without Limits</i> , or <i>The Popol Vuh</i>)		
3	Ma y 27- Jun e 2	Classical Societies, East and West (500 BCE-500 CE)		
		Lessons	Topic	Readings
		Lesson 5	China: the Confucian World	Bentley textbook, 3 rd edition Primary source: Confucius, <i>The Analects</i> , “Xue er” (Verses 1, 4, and 14); “Shu er” (Verses 2, 3, and 16), Yates Packet Primary source: Mencius, <i>The Mengzi</i> , “Liang Hui Wang I” (Verses 1 and 5), Yates Packet Primary source: Xunzi (Hsun-tse), <i>The Xunzi</i> , Yates Packet Primary source: Ban Zhao, <i>Lessons for a Woman</i> , Yates Packet Watch: <i>Genius of the Ancient World: Confucius</i> (2015), narrated by historian Bettany Hughes https://www.youtube.com/watch?v=TI9ucKT70o
		Lesson 5	China: Daoism, Legalism, and the Hundred Schools	Bentley textbook, 3 rd edition Primary source: Laozi (Lao Tzu), <i>The Classic of the Way and Virtue (Daodejing/Taodejing)</i> : “On the Way” (Verses 1 and 33); “On governance” (Verses 3 and 49); “On non-action” (Verses 23 and 29), Yates Packet Primary source: Zhuangzi, <i>The Zhuangzi</i> : “The Adjustment of Controversies” (Verses 2 and 14); “Perfect Enjoyment” (Verse 4), Yates Packet Primary source: Han Feizi, <i>The Hanfeizi</i> , “Mi Zixia,” Yates Packet
		Lesson 5	India: Buddhism, Jainism, and Hinduism	Bentley textbook, 3 rd edition Primary source: The Buddha (Siddhartha Gautama), <i>The Sermon at Benares</i> , Yates Packet Primary source: Vardhamarma Mahavira, <i>Akaranga-sutra</i> , Yates Packet Primary source: <i>The Lotus Sutra</i> , “The True Nature of the Buddha,” Yates Packet Primary source: <i>The Laws of Manu</i> , Yates Packet Yates Packet Watch: <i>Genius of the Ancient World: The Buddha</i> (2015), narrated by historian Bettany Hughes https://www.youtube.com/watch?v=LwRi-vsdBrE
Lesson 5	Persia	Bentley textbook, 3 rd edition Primary source: “Zarathustra on Good and Evil,” in Bentley textbook		

		<p>Lesson 5: “Live” Zoom session, Wednesday, May 27, 10 am – 12 pm (before attending this session, please read the material assigned for lesson 5, which is listed above)</p> <p>Quiz 5: Due Saturday, May 30, by 11:59 pm (on China, India, Persia)</p>		
		<p>Lesson 6</p> <p>The Athenian Philosophers</p>	<p>Bentley textbook, 3rd edition</p> <p>Primary source: Plato, <i>Apology</i>, “On the Sentence of Death for Socrates,” Yates Packet</p> <p>Primary source: Plato, <i>Republic</i>, “The Allegory of the Cave,” Yates Packet</p> <p>Primary source: Aristotle, <i>Politics</i>, “On States,” Yates Packet</p> <p>Primary sources: Aristotle, <i>Nicomachean Ethics</i>, “The Doctrine of the Mean,” Yates Packet</p> <p>Watch: <i>Genius of the Ancient World: Socrates</i> (2015), narrated by historian Bettany Hughes https://www.youtube.com/watch?v=HprauM9y_dA</p>	<p>1:</p> <p>4:</p> <p>4:</p> <p>5:</p> <p>5:</p>
		<p>Lesson 6</p> <p>Rome</p>	<p>Bentley textbook, 3rd edition</p> <p>Primary source: “The Twelve Tables,” Yates Packet</p> <p>Primary source: Plutarch, <i>Marcus Brutus</i>, “The Assassination of Julius Caesar,” Yates Packet</p> <p>Primary source: Tacitus, <i>Life of Cnaeus Julius Agricola</i>, “On Roman Imperialism,” Yates Packet</p>	<p>1:</p> <p>6:</p> <p>6:</p> <p>6:</p>
		<p>Lesson 6: Recorded Zoom lecture, available Sunday, May 31 by 12 PM (before attending this lecture, please read the material assigned for lesson 6, which is listed above)</p> <p>Quiz 6: Due Tuesday, June 2, by 11:59 pm (on the Athenian Philosophers, Rome)</p> <p>Discussion Post 3: Due Tuesday, June 2, by 11:59 pm (On either episode of <i>Genius of the Ancient World: The Buddha, Socrates, or Confucius</i>)</p>		
		<p>MIDTERM: Wednesday, June 3, by 11:59 pm</p>		
		<p>Early Christianity and Islam</p>		
		<p>Lesson 7</p> <p>Early Christianity</p>	<p>Bentley textbook, 3rd edition</p> <p>Primary source: <i>The New Testament (Matthew)</i>, “The Sermon on the Mount,” Yates Packet</p> <p>Primary source: <i>The New Testament (Romans)</i>, Paul of Tarsus, Life Through the Spirit, Yates Packet</p> <p>Primary source: “Creed of the Council of Nicaea,” Yates Packet</p>	<p>161-63</p> <p>72-76</p> <p>76</p> <p>77</p>
4	June 4-9			

			Primary source: Augustine of Hippo, <i>City of God</i> , Yates Packet Watch : <i>Ultimate Rome: Empire Without Limits</i> , episode 4 (BBC, 2016, narrated by Cambridge historian Mary Beard) https://www.youtube.com/watch?v=DhT5eufMrMO	77-79
Lesson 7: “Live” Zoom session, Friday, June 5, 10 am – 12 pm (before attending this session, please read the material assigned for lesson 7, which is listed above) Quiz 7: Due Saturday, June 6, by 11:59 pm (on Early Christianity)				
	Lesson 8	Early Islam	Bentley textbook, 3 rd edition Primary source: <i>The Qur’an</i> , “Sura 47 (Muhammad),” Yates Packet Primary source: Muhammad, <i>The Medina Charter</i> , Yates Packet Primary source: Muhammad, “Last Sermon,” Yates Packet Watch: <i>Islam-Empire of Faith, Part 1 (Prophet Muhammad and the Rise of Islam)</i> , (PBS, 2000) https://www.youtube.com/watch?v=PF6VPZsHDZQ	205-9 80-82 82-84 84-85
	Lesson 8	The Silk Road	Bentley textbook, 3 rd edition Primary source: “St. Cyprian on Epidemic Disease in the Roman Empire,” in Bentley textbook Watch: <i>The Early Years of the Silk Road</i> (podcast) https://www.youtube.com/watch?v=tzPi6D0deoc	165-174 175
Lesson 8: Recorded Zoom lecture, available Sunday, June 7 by 12 PM (before listening to this lecture, please read the material assigned for lesson 8, which is listed above) Quiz 8: Due Tuesday, June 9, by 11:59 pm (on Early Islam & The Silk Road) Discussion Post 4: Due Tuesday, June 9, by 11:59 pm (On <i>Islam-Empire of Faith</i>)				
“The Past in the Present” Assignment Due Wednesday June 10, by 11:59 pm				
5	June	Christian, Islamic, and Asian Post-Classical Societies (500-1000 CE)		
		Lessons	Topics	Readings
				Pages

10-16	Lesson 9	Eastern Roman Empire	Bentley textbook, 3 rd edition Primary source: “Anna Comnena on the Suppression of Bogomil Heretics,” in Bentley textbook Watch: <i>Byzantium, The Lost Empire</i> (National Geographic, 1997) https://www.youtube.com/watch?v=QTQHS8yPtjo	187-203 200
	Lesson 9	Western Roman Empire	Bentley textbook, 3 rd edition Primary source: Charlemagne, “Capitulary for Saxony,” Yates Packet Primary source: Pope Gregory VII, <i>Dictatus Papae</i> , Yates Packet. Primary source: Henry IV, <i>Letter to Gregory VII</i> , Yates Packet Primary source: Thomas Aquinas, <i>Summa Theologica</i> , “On Law,” Yates Packet Primary source: <i>Magna Carta</i> , Yates Packet Primary source : Giovanni Pico della Mirandola, “Oration on the Dignity of Man,” Yates Packet Primary source: Niccolo Machiavelli, <i>The Prince</i> , Yates Packet.	289-305 86-88 88-89 89-90 113-16 112-13 118-19 120-21
	Lesson 9: “Live” Zoom session, Thursday, June 11, 10 am – 12 pm (before attending this session, please read the material assigned for lesson 9, which is listed above) Quiz 9: Due Saturday, June 13, by 11:59 pm (on Eastern and Western Roman Empire)			
	Lesson 10	The Expansion of Islam in the Middle East and Africa	Bentley textbook, 3 rd edition Primary source: Siraj al-Muluk, “Pact of Umar,” Yates Packet Primary source: Abu Uthman al-Jahiz, <i>The Essays</i> , “On the Zanj,” Yates Packet Primary source: Ibn Battuta, <i>The Journey</i> , Yates Packet	209-214 (Middle East), 290-97 (Africa) 91-92 103 103-6
	Lesson 10	China and Japan	Bentley textbook, 3 rd edition Primary source: Shotoku, <i>Seventeen-Article Constitution</i> , Yates Packet	223-241 (China), 243-60 (India)

			Primary source: Zhuxi (Chu His), <i>The Philosophy of Human Nature</i> , Yates Packet	96-8	
			Primary source: Wang Yangming, <i>The Philosophy of Wang Yangming</i> , Yates Packet	98-100	
			Primary sources: “Cosmas Indicopleustes on Trade in Southern India,” in Bentley textbook	100-2 250	
<p>Lesson 10: Recorded Zoom lecture, available Sunday, June 14 by 12 PM (before listening to this lecture, please read the material assigned for lesson 10, which is listed above)</p> <p>Quiz 10: Due Tuesday, June 16, by 11:59 pm (on The Expansion of Islam; China; Japan)</p> <p>Discussion Post 5: Due Tuesday, June 16, by 11:59 pm (On <i>Byzantium, The Lost Empire</i>)</p>					
		Late Medieval Empires and Human Interaction (1000-1500 CE)			
		Less ons	Topic	Readings	
				Pag es	
		Less on 11	The Turkish Empires & the Crusades; The Mongols	Bentley textbook, 3 rd edition Primary source: “Marco Polo on Mongol Military Tactics,” in Bentley textbook Watch: <i>Islam-Empire of Faith</i> , Episode 2 https://www.youtube.com/results?search_query=islam+empire+ofd+faith+2+	26 5- 27 9; 273
		Less on 11	The Americas	Bentley textbook, 3 rd edition Primary source: Miguel Leon-Portilla, <i>An Aztec Account of the Conquest of Mexico</i> , Documents Packet Primary source Pedro de Cieza de Leon, <i>Chronicles of the Incas</i> , Documents Packet Primary source Bartolomé de las Casas, <i>A Short Account of the Destruction of the Indies</i> Watch: <i>Guns, Germs, and Steel, Episode 2: Conquest</i> (2005, 55 minutes) https://www.youtube.com/watch?v=wJmcrnwycU	307 - 323 107 -9 109 -10 110 -11
<p>Lesson 11: “Live” Zoom session, Wednesday, June 17, 10 am – 12 pm (before attending this session, please read the material assigned for lesson 11, which is listed above)</p> <p>Quiz 11: Due Saturday, June 20, by 11:59 pm (Turkish Empires, Crusades, Mongol Empire)</p>					
6	June 17-22				

	<p data-bbox="386 195 1429 275">Discussion Post 6: Due Saturday, June 20, by 11:59 pm (On either <i>Islam-Empire of Faith</i>, Episode 2 or <i>Guns, Germs, and Steel</i>, Episode 2: Conquest)</p> <p data-bbox="500 310 1317 359">Media Paper Due by Sunday, June 21, by 11:59 pm</p> <p data-bbox="500 401 1317 485">Review session based on student questions on Zoom (Sunday, June 21, 10 am – 12 pm)</p> <p data-bbox="532 527 1284 575">FINAL EXAM: Monday, June 22, by 11:59 pm</p>
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History 1681: World History to 1500

Instructor:

Office:

Phone:

E-mail:

Office hours:

Class meetings:

Course Description

This course aims to examine some of the major ideas, people, trends, institutions, and events in the premodern history of the globe. No course can possibly cover all the factors and forces, great and small, which shaped the evolution of humanity over our earliest millennia. With that realization in mind, this course is organized around the reading and discussion of primary documents that support two major themes: ideas, religions, and philosophies; and political and social institutions. The course textbook will supplement these narratives with greater social, economic, military, and environmental contexts. Our narrative will unfold chronologically, beginning with the first societies and culminating in the complex, globalizing planet that stood at the threshold of the early modern age.

Historical Study

Goals: Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:

Goals of the course that fulfill the GE Learning Outcomes in Historical Study: History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies. *Rationale:* The course will consider a variety of approaches to studying the past, particularly through literature, art, religion, and theories of social, economic, and political change.
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past. *Rationale:* World history is the process by which we interpret human cultures through the examination of their pasts. By the end of the course, students should be better equipped to analyze perspectives, values, and sources critically.
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context. *Rationale:* The textbook and lectures will introduce students to a range of historical interpretations and socio-cultural contexts. The primary sources will focus on ideas, religions, and institutions.
4. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects. *Rationale:* The essay exams require students to compare institutions, ideas, and movements across cultures and time.

Diversity / Global Studies

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Rationale for fulfilling the GE Learning Outcomes for Global Studies.

Goals of the course that fulfill the GE Learning Outcomes in Global Studies:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in the World. *Rationale:* That is precisely the approach and the purpose of global history, as the syllabus indicates.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples. *Rationale:* This course is inherently comparative. It consistently emphasizes how the past in its complexity shapes the present.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context. *Rationale:* The course will focus in particular on the rise of human civilizations and world religions. Nationality is not a focus of identity for most peoples before 1500.
4. Carry out in-depth analysis in a final paper comparing distinct moments in human history and how they shaped the world in the past and today. *Rationale:* The essay examinations in this course require students to compare developments over time and space.
5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. They will describe theories of international issues on exams and written assignments. *Rationale:* The focus of the course and its assignments is to understand the world today, particularly the rise of world religions and their impact on polities, empires, and relations among rival civilizations.
6. Students will understand the roots and structures of today's globalized world. *Rationale:* Almost by definition, world history familiarizes students with the fact that human civilizations have been more interconnected in the past than historians had once thought.

Required Texts

Jerry H. Bentley, Herbert F. Ziegler, Heather E. Streets-Salter, *Traditions & Encounters. A Brief Global History, Volume I: To 1550, Second Edition* (McGraw Hill, 2010). ISBN: 978-0-07-728642-2.

This textbook is the context reader for this course. Copies are in stock at SBX. Please refer to the assignment schedule below for the required reading for each class session.

Matthew Yates, ed. History 181 – A History of the World, Part I, Primary Documents Supplement Packet

This is a free packet of documents that we will examine in lecture

Recommended Texts

Patricia T. O'Connor, *Woe is I: The Grammarphobe's Guide to Better English in Plain English*, 2nd Ed. (New York: Riverhead Press, 2004). ISBN: 978-1594480065.

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 6th Ed. (New York: Bedford St. Martin's, 2009). ISBN: 978-0312535032.

William Strunk, Jr., and E. B. White, *The Elements of Style*, 4th Ed. (New York: Longman Press, 1999). ISBN: 978-0205309023.

The three above texts will prove very helpful in writing effective history papers.

Course Requirements, Policies, and Grades

Enrollment: All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of the student.

Attendance: Students are expected to attend all meetings of the course. The midterm and final examinations require knowledge of course lectures and readings. This course is structured to reward students who come to class, read the assignments, participate in discussions, and stay on top of their work.

In the event that you must miss class, you are responsible for the contents of the lecture and/or discussion. Students who must miss class for religious observances must notify the instructor of their absence in advance.

Participation: Students must participate actively in order to succeed in this class. The instructor will take note during lectures whether you have contributed. Those who are reluctant to speak up during class should please feel free to speak with the instructor outside class or during office hours to ensure due credit. Students who make an active effort to engage the course materials and prove this effort in some way will gain participation credit.

Late Work: All students are responsible for knowing and adhering to the deadlines for course assignments. Late work will not be accepted. The only exception to this will be when you have explicit, advanced permission from your instructor. If you anticipate a problem in completing or submitting your work on time, you must contact the instructor in a timely manner. If you do not hear back, you should assume that your work is due on the original date.

Examinations:

Diagnostic Exam

The Diagnostic Exam will be a take-home essay based on lecture and assigned materials through the second week of the semester. The exam will consist of one question, for which you will write a response of maximum two full pages. Details and requirements will be included on the assignment sheet, which I will post a week prior to the due date under the Content tab on Carmen. Please submit exam responses as early as possible in order to avoid upload issues. If Carmen does not work, you must submit a hard copy immediately at the start of lecture on the due date.

First Exam

The First Exam will be much like the first: a short take-home essay based on lecture and assigned materials. The exam will consist of two questions, from which you will choose one and write a response of maximum three full pages. Details and requirements will be included on the assignment sheet. Please submit exam responses as early as possible in order to avoid upload issues. If Carmen does not work, you must submit a hard copy immediately at the start of lecture on the due date.

Second Exam

The Second Exam will follow in the same format as the Diagnostic and First Exams: a take-home essay based on lecture and assigned materials. The exam will consist of three questions, from which you will choose one and write a response of maximum four full pages. Details and requirements will be included on the assignment sheet. Please submit exam responses as early as possible in order to avoid upload issues. If Carmen does not work, you must submit a hard copy immediately at the start of lecture on the due date

Third exam

The Third Exam will follow in the same format as the Diagnostic, First, and Second Exams: a take-home essay based on lecture and assigned materials. The exam will consist of two questions, from which you will choose one and write a response of maximum four full pages. Details and requirements will be included on the assignment sheet. Please submit exam responses as early as possible in order to avoid upload issues. If Carmen does not work, you must submit a hard copy immediately at the start of lecture on the due date.

Final Exam

The Final Exam will be a cumulative take-home essay based on all lectures and assigned readings throughout the semester. The exam will consist of four questions, from which you will choose one and write a response of maximum six full pages. Details and requirements will be included on the assignment sheet. Please submit exam responses as early as

possible in order to avoid upload issues. Please email through the instructor's OSU address if you encounter upload issues.

Grading:

Grade Calculation

Participation: 150 points

Diagnostic Exam: 50 pts.

First Exam: 150 pts.

Second Exam: 200 pts.

Third Exam: 200 pts.

Final Exam: 250 pts.

Total Grade: 1000 pts.

Grading Scale: 93-100 = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C; 70-72 = C-; 67-69 = D+; 63-66 = D; 60-62 = D-; 0-59 = F

To do well in this course, come to class, complete the readings, and synthesize course material for the midterms and final exam. Above all, ask questions if you do not understand something.

Course Schedule and Assignments

(Reading and taking notes on reading assignments for each lecture date is obligatory)

Week One – Origins

The Nature and Methods of History

- Discuss syllabus
- *The Transition to Agriculture: The Paleolithic and Neolithic Eras*
- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 2-9.

Week Two – Ancient Afroeurasian Societies (5,000 BCE-500 BCE)

Mesopotamia

- **Discuss Diagnostic Exam and post exam questions on Carmen**
- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 9-18
- “The Flood,” *Epic of Gilgamesh*, Documents Packet, p. 5-7
- *The Code of Hammurabi*, Documents Packet, p. 7-9

Egypt

- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 28-41
- *Hymn to the Nile*, Documents Packet, p. 9-11

Israel

- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 18-21
- “The Fall,” *Genesis*, Documents Packet, p. 12-14
- “The Ten Commandments,” *Exodus*, Documents Packet, p. 14-15

Week Three Ancient Asian Societies (5,000 BCE-500 BCE)

Persia

- **Diagnostic Exam due at 8:00am in the Carmen Dropbox**
- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 87-91
- “Sixteen Perfect lands Created by Ahura Mazda, and As Many Plagues Created by Angra Mainyu,” *Avesta, Vendidad, Fargard 1*, Documents Packet, p. 15-16

The Vedic Age in India

- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 51-55
- “The Sacrifice of Primal Man,” *Rig Veda*, Documents Packet, p. 17-18

Week Four – Ancient Eurasian Societies (5,000 BCE-500 BCE)

China

- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 56-65
- “Peasant’s Protest,” in Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 60

Greek Mythology and the Pre-Socratic Philosophers

- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 139-144; 148-149; 151-152
- Homer, *The Iliad*, “The Death of Hektor,” Documents Packet, p. 41-44

- Heraclitus, *Fragments*, Documents Packet, p. 44-45
- Parmenides, *On Nature*, Documents Packet, p. 45-46
- Protagoras, *Fragments*, Documents Packet, p. 46

Friday, September 14 – Rome

- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 153-154; 158-160.
- Livy, *The History of Rome*, “The Rape of Lucretia,” Documents Packet, p. 64-65

Week Five – Ancient Societies in the Americas and Oceania

Early Societies in Mesoamerica

- **Discuss First Exam and post exam questions on Carmen**
- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 67-76
- “The *Popol Vuh* on the Creation of Human Beings,” in Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 74

Wednesday, September 19 – *Early Societies in South America and Oceania*

- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 76-82

Week Six – Classical Societies, East and West (500 BCE-500 CE)

China: the Confucian World

- **First Exam due in the Carmen Dropbox**
- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 103-106
- Confucius, *The Analects*, “Xue er” (Verses 1, 4, and 14); “Shu er” (Verses 2, 3, and 16), Documents Packet, p. 33
- Mencius, *The Mengzi*, “Liang Hui Wang I” (Verses 1 and 5), Documents Packet, p. 33-35
- Xunzi (Hsun-tse), *The Xunzi*, Documents Packet, p. 35-36
- Ban Zhao, *Lessons for a Woman*, Documents Packet, p. 56-59

China: Daoism, Legalism, and the Hundred Schools

- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 106-119
- Laozi (Lao Tzu), *The Classic of the Way and Virtue (Daodejing/Taodejing)*: “On the Way” (Verses 1 and 33); “On governance” (Verses 3 and 49); “On non-action” (Verses 23 and 29), Documents Packet, p. 37-38
- Zhuangzi, *The Zhuangzi*: “The Adjustment of Controversies” (Verses 2 and 14); “Perfect Enjoyment” (Verse 4), Documents Packet, p. 38-40
- Han Feizi, *The Hanfeizi*, “Mi Zixia,” Documents Packet, p. 40

India: Buddhism and Jainism

- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 121-137
- The Buddha (Siddhartha Gautama), *The Sermon at Benares*, Documents Packet, p. 18-23
- Vardhamarma Mahavira, *Akaranga-sutra*, Documents Packet, p. 23-26
- *The Lotus Sutra*, “The True Nature of the Buddha,” Documents Packet, p. 59-60
- *The Laws of Manu*, Documents Packet, p. 29-32

Week Seven – Classical Societies, East and West (500 BCE-500 CE)

Persia

- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 87-101

- “Zarathustra on Good and Evil,” in Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 100

The Athenian Philosophers

- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 149-151
- Plato, *Apology*, “On the Sentence of Death for Socrates,” Documents Packet, p. 47-49
- Plato, *Republic*, “The Allegory of the Cave,” Documents Packet, p. 49-52
- Aristotle, *Politics*, “On States,” Documents Packet, p. 52-53

Rome

- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 154-158
- “The Twelve Tables,” Documents Packet, p. 65-67
- Plutarch, *Marcus Brutus*, “The Assassination of Julius Caesar,” Documents Packet, p. 67-69
- Tacitus, *Life of Cnaeus Julius Agricola*, “On Roman Imperialism,” Documents Packet, p. 69-71

Week Eight – Early Christian Societies

Early Christianity

- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p.
- *The New Testament (Matthew)*, “The Sermon on the Mount,” Documents Packet, p. 72-76
- *The New Testament (Romans)*, Paul of Tarsus, Life Through the Spirit, Documents Packet, p. 76-77
- “Creed of the Council of Nicaea,” Documents Packet, p. 77
- Augustine of Hippo, *City of God*, Documents Packet, p. 77-79

The Silk Road

- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 165-174
- “St. Cyprian on Epidemic Disease in the Roman Empire,” in Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 175

Week Nine – Christian and Islamic Post-Classical Societies (500-1000 CE)

The Eastern Roman Empire

- **Discuss Second Exam and post exam questions on Carmen**
- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 187-203
- “Anna Comnena on the Suppression of Bogomil Heretics,” in Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 200

The Western Roman Empire

- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 299-311
- Charlemagne, “Capitulary for Saxony,” Documents Packet, p. 86-88

Early Islam

- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 205-209
- *The Qur’an*, “Sura 47 (Muhammad),” Documents Packet, p. 80-82
- Muhammad, *The Medina Charter*, Documents Packet, p. 82-84
- Muhammad, “Last Sermon,” Documents Packet, p. 84-85

Week Ten – Islamic and Asian Post-Classical Societies (500-1000 CE)

The Expansion of Islam

- **Second Exam due in the Carmen Dropbox**
- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 209-221
- Siraj al-Muluk, "Pact of Umar," Documents Packet, p. 91-92
China and Japan
- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 223-241
- Shotoku, *Seventeen-Article Constitution*, Documents Packet, p. 96-98
- Zhuxi (Chu His), *The Philosophy of Human Nature*, Documents Packet, p. 98-100
- Wang Yangming, *The Philosophy of Wang Yangming*, Documents Packet, p. 100-102
- India*
- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 243-260
- "Cosmas Indicopleustes on Trade in Southern India," in Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 250

Week Eleven – Nomadic Empires and Eurasian Interaction (1000-1500 CE)

Turkish Migrations

- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 265-270

Wednesday, October 31 – The Mongol Empires

- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 270-279
- "Marco Polo on Mongol Military Tactics," in Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 273

Early Ottoman Empire

- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 280-281

Week Twelve – African Societies

Pre-Islamic African Societies

- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 283-290
- *Kuba Creation Myth*, Documents Packet, p. 106-107

Islamic African Societies

- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 290-293
- Abu Uthman al-Jahiz, *The Essays*, "On the Zanj," Documents Packet, p. 103
- Ibn Battuta, *The Journey*, Documents Packet, p. 103-106

African Trade

- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 293-297

Week Thirteen - The Americas

States and Empires in the Americas

- **Discuss Third Exam and post exam questions on Carmen**
- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 323-341
- Miguel Leon-Portilla, *An Aztec Account of the Conquest of Mexico*, Documents Packet, p. 107-109
- Pedro de Cieza de Leon, *Chronicles of the Incas*, Documents Packet, p. 109-110
- Bartolomé de las Casas, *A Short Account of the Destruction of the Indies*, p. p. 110-111

Week Fourteen – Christian Western Europe (1000-1500 CE)

European Christianity during the Middle Ages

- **Third Exam due in the Carmen Dropbox**
- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 311-315
- Pope Gregory VII, *Dictatus Papae*, Documents Packet, p. 88-89
- Henry IV, *Letter to Gregory VII*, Documents Packet, p. 89-90
- Thomas Aquinas, *Summa Theologica*, “On Law,” Documents Packet, p. 113-116

Western European Society and The Crusades

- **Discuss Final Exam and post exam questions on Carmen**
- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 305-311, 317-321

The Rise and Reform of Western Europe

- Bentley, Ziegler, and Streets-Salter, *Traditions and Encounters*, p. 353-356
- *Magna Carta*, Documents Packet, p. 112-113
- Giovanni Pico della Mirandola, “Oration on the Dignity of Man,” p. 118-119

Week Fifteen – Death and Rebirth in the West

The Reformation

- Niccolo Machiavelli, *The Prince*, Documents Packet, p. 120-121
- Niccolo Machiavelli, *Discourses on Livy*, “Republics and Monarchies,” Documents Packet, p. 121-123
- Martin Luther, “On the Freedom of a Christian,” p. 123-125
- Pope Leo X, *Exsurge Domine*, Documents Packet, p. 125-127
- Henry VIII, *The Act of Supremacy*, Documents Packet, p. 127-128

Final Exam

Concluding Notes

This syllabus is subject to revision as the quarter proceeds. Announcements will be made in class or via OSU email accounts. Students are responsible for being aware of any changes.

If you have any questions about the content or conduct of the course, please do not hesitate to contact Professor ____.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf).

What is plagiarism?

See http://cstw.osu.edu/writing_center/handouts/research_plagiarism.htm

Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Ave., tel. 292-3307, www.ods.ohio-state.edu

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: History 1681

Instructor: Catalina Hunt

Summary: World History to 1500

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Carmen • Office 365
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • CarmenWiki • Carmen Message Boards • Zoom
6.3 Technologies required in the course are readily obtainable.	X			All are available for free
6.4 The course technologies are current.	X			All are updated regularly
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			OSU accessibility policy is included
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			OSU policy on obtaining these materials is included
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.				All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 7/17/20
- Reviewed by: Ian Anderson

Notes: Good to go!

^aThe following statement about disability services (recommended 16 point font):
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.