

## 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

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

## Prerequisites and Exclusions

<b>Prerequisites/Corequisites</b>	Prereq or concur: English 1110.xx, or permission of instructor.
<b>Exclusions</b>	Not open to students with credit for 2641.
<b><a href="#">Previous Value</a></b>	Not open to students with credit for 181 or 2641.
<b>Electronically Enforced</b>	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

<b>Subject/CIP Code</b>	54.0101
<b>Subsidy Level</b>	General Studies Course
<b>Intended Rank</b>	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

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

**COURSE CHANGE REQUEST**  
1681 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
03/31/2021

**Sought Concurrence**

No

**Attachments**

- 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)*
- DL History 1681 syllabus Limbach.pdf: Revised DL syllabus  
*(Syllabus. Owner: Heikes, Jacklyn Celeste)*

**Comments**

- The instructor of the original syllabus was no longer available to edit it. We have used a DL syllabus from another instructor. *(by Heikes, Jacklyn Celeste on 03/26/2021 12:44 PM)*
- See 3-2-21 feedback email *(by Oldroyd, Shelby Quinn on 03/02/2021 03:54 PM)*
- 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
Revision Requested	Oldroyd, Shelby Quinn	03/02/2021 03:54 PM	ASCCAO Approval
Submitted	Heikes, Jacklyn Celeste	03/19/2021 01:54 PM	Submitted for Approval
Revision Requested	Elmore, Bartow J	03/22/2021 09:07 AM	Unit Approval
Submitted	Heikes, Jacklyn Celeste	03/26/2021 12:44 PM	Submitted for Approval
Approved	Elmore, Bartow J	03/26/2021 01:13 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/31/2021 04:48 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	03/31/2021 04:48 PM	ASCCAO Approval

# History 1681 – Spring 2021 – Online/DL

# World History to 1500

## **Instructor: Eric H. Limbach**

Email: limbach.22@osu.edu

Zoom PMID: 528 772 6556, password is 873377

Zoom Open Office Hours: 9am-11am Monday/Wednesday or by appointment

## **Contact Policy and Preferences**

I check my email frequently; this is usually the fastest way to reach me. If you do not receive a response from me within 24 hours, Monday-Friday, contact me again as it is likely I missed your first message. Emails delivered over the weekend may take slightly longer for a response. Please use your OSU email account to email me. Open office hours on Zoom are listed above; email me to make an appointment to meet via Zoom at another time.

If you have general questions about the course that are not covered in these course documents, please post your questions to the Questions about the Course discussion forum so all students can benefit from the answer. If, as a student, you can answer a question asked on this discussion board, I encourage you to reply to your classmate.

I will provide all course announcements through the Announcements on the course page in Carmen. This includes any updates or changes to course assignments, as well as general comments about assignment results or discussions.

The grader for this course is Fred Shan. However, all questions about grading should be brought up with me first.

## **Course Description**

This course will explore the development of humanity from its emergence as a distinct species several hundred thousand years ago until the beginning of the global era around roughly 1500 CE, from the migrations that led humanity to populate nearly every continent and inhabitable island, the domestication of plants and animals and the organization of human societies into villages, cities, and states to the emergence of long-distance trade networks, empires, and religions. In addition to providing students with a broad understanding of the long-term development of humanity and human societies and institutions, this course will also give them opportunities to engage with historical primary sources as well as create their own interpretations of historical occurrences and trends.

## **Enrollment**

All students must be officially enrolled in the course by the end of the second week of the session. 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.

## **Learning Objectives**

### **General Education—Historical Studies:**

#### **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.

#### **Course activities that meet these outcomes:**

Course assignments—individual reflections, artifact and document analyses, group discussion prompts, and short essays—ask students to describe and assess political and social change, at both the large scale and small scale, around the world, from roughly 200 thousand years before present to 1500 CE; in addition, assignments also introduce debates over historical interpretations and narratives related to the history of the world in the era before 1500 and ask students to analyze and critique those interpretations.

### **General Education—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.

#### **Course activities that meet these outcomes:**

Course assignments consider the history of world regions including but also beyond North America and Europe in the centuries before 1500 CE; in these assignments students will identify major political

developments, economic patterns, intellectual movements, technological advances and scientific discoveries during this period and assess their comparative impact on societies globally.

### **History Department Expected Learning Outcomes:**

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves.

- a. Students acquire a perspective on history and an understanding of the factors that shape human activity.
- b. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
- c. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

### **Course Materials**

The following book is required for this course:

Adrian Cole and Stephen Ortega, *The Thinking Past: Questions and Problems in World History to 1750* (Oxford University Press, 2015).

### **Course Structure and Policies**

This online course is divided into fourteen modules: an introductory module (Module 0) and thirteen content modules (Modules 1-13) that are each linked to a chapter of *The Thinking Past*. Content modules also include a short video, a 5-point multiple-choice quiz on the chapter/video, and one to three brief written assignments, which may include an individual response to a prompt, an analysis of an object or document, a group discussion forum, and/or a short essay. Taken together, the assignments in each content module are worth 20 points, and you must complete 12 out of the 13 content modules; if you complete all 13 modules, I will drop the one with the fewest points earned. Each Monday, a new content module will open up on Carmen; once open, you will have three weeks to finish the module. After three weeks, the assignments in the module will be closed.

**Extension policy:** each student will have one opportunity to request a no-questions-asked, one-week extension of the due date for one module (except for Module 13). To receive this extension, you must email me before the module closes (because I need to manually extend the due dates for all assignments individually). Keep in mind that you are also able to skip one content module and still earn the maximum number of points available in the course. Extensions will cover all components in the module.

**Health-related extension policy:** in the event that you think that you will require additional extensions for health-related reasons only (e.g. you have been exposed to/tested positive for COVID-19 and need to self-quarantine or you need to care for a friend or family member who is symptomatic), contact me as soon as possible and we will work out a plan for additional module extensions as necessary.

## Assessment and your Final Grade

Individual assignments (quizzes and short written assignments, including response questions and group discussion posts) will be worth between 5 and 15 points each, as noted in each individual assignment. Some written assignments will have associated rubrics (short essays, group discussion posts and responses); on shorter individual response papers any substantive engagement with the topic of the response will earn full credit. Each module is worth a total of twenty points.

I only give one grade (A, B, etc.) for each student per semester: the final grade that will go on your transcript. Scores on individual assignments are not grades. Instead, they denote whether or not you have put forth the effort that I expect from a well-prepared Ohio State University student on that assignment. Your final grade will be calculated out of 240 points (12 of 13 content modules, 20 points each) on the following scale:

Point total >/=	223	216	209	200	192	185	176	168	161	144	0
Final Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	E

## Course Schedule

	Module Available	Module Due
<b>Module 0:</b> Course Introduction	January 4 <sup>th</sup>	
<b>Module 1:</b> Why Are Humans Dominant?	January 11 <sup>th</sup>	February 1 <sup>st</sup>
<b>Module 2:</b> What Were the Consequences of Settling Down?	January 19 <sup>th</sup>	February 8 <sup>th</sup>
<b>Module 3:</b> How Did the Development of Cities Affect the Human Experience?	January 25 <sup>th</sup>	February 15 <sup>th</sup>
<b>Module 4:</b> War (!) What Is It Good For?	February 1 <sup>st</sup>	February 22 <sup>nd</sup>
<b>Module 5:</b> Was Greece the First Democracy?	February 8 <sup>th</sup>	March 1 <sup>st</sup>
<b>Module 6:</b> What Is an Empire?	February 15 <sup>th</sup>	March 8 <sup>th</sup>
<b>Module 7:</b> How Can We Explain the Similarities and Differences Between Religions?	February 22 <sup>nd</sup>	March 15 <sup>th</sup>
<b>Module 8:</b> What Does Trade Do?	March 1 <sup>st</sup>	March 22 <sup>nd</sup>
<b>Module 9:</b> What Role Did Technology Play in Cultural Exchange and Expansion?	March 8 <sup>th</sup>	March 29 <sup>th</sup>
<b>Module 10:</b> What Types of Conflicts Existed Between Core Areas and Peripheries?	March 15 <sup>th</sup>	April 5 <sup>th</sup>

<b>Module 11:</b> How Did the Environment Limit Human Endeavors, and How Did It Produce Unpredictable Consequences?	March 22 <sup>nd</sup>	April 12 <sup>th</sup>
<b>Module 12:</b> Was the European Renaissance Unique?	March 29 <sup>th</sup>	April 19 <sup>th</sup>
<b>Module 13:</b> What Changed in Global Interactions Between 1450 and 1750?	April 5 <sup>th</sup>	April 26 <sup>th</sup>

## Other Information

### 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.

### Disability Services

**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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.**

### Mental Health Statement

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](http://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. If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline at 614-221-5445 / 1-800-273-8255; or text 4hope to 741741, or visit [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

### **Institutional Equity**

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix@osu.edu](mailto:titleix@osu.edu) or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](http://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

# History 1681: World History to 1500

**Instructor:**

**Office:**

**Phone:**

**E-mail:**

**Office hours:**

**Class meetings:**

## Course Description

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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

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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

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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

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**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.

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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**

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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](http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf)).

What is plagiarism?

See [http://cstw.osu.edu/writing\\_center/handouts/research\\_plagiarism.htm](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](http://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"> <li>• Carmen</li> <li>• Office 365</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• CarmenWiki</li> <li>• Carmen Message Boards</li> <li>• Zoom</li> </ul>
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!**

<sup>a</sup>The 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](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add 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>

<sup>c</sup>Add 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.