

Term Information

Effective Term Autumn 2021

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	2651
Course Title	World History before the Modern Age
Transcript Abbreviation	Pre-Mod World Hist
Course Description	A thematic approach to exploring selected major processes and events that shaped human experience between the Stone Age and 1750. Specific topics and content can vary.
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>No</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, or equiv.
Exclusions	Not open to students with credit for 1681.
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
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	• n/a
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COURSE CHANGE REQUEST
2651 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
03/16/2021

Content Topic List

- Early irrigation civilizations
- Hinduism
- Buddhism
- Early Chinese history
- Rise of Europe
- Ancient Rome
- Global trade
- Aztecs and Incas
- Islam
- Judaism
- Christianity
- Mongols
- Warfare and society
- Human history and environment
- Comparative political and social structures
- Comparative tools and technology

Sought Concurrence

No

Attachments

- DL HISTORY 2651 Syllabus.docx: Syllabus
(Syllabus. Owner: Heikes,Jacklyn Celeste)
- History 2651.docx: ASC Tech checklist
(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)
- History 2651 Sample Syllabus.docx: In person syllabus
(Syllabus. Owner: Heikes,Jacklyn Celeste)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes,Jacklyn Celeste	03/15/2021 03:42 PM	Submitted for Approval
Approved	Elmore,Bartow J	03/15/2021 05:20 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/16/2021 02:51 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	03/16/2021 02:51 PM	ASCCAO Approval



SYLLABUS

HIS/2651

World History Before the Modern Age

Autumn 2021 (full term)

3 credit hours

Online

COURSE OVERVIEW

Instructor

Instructor: Dr. Amanda Respass

Email address: (preferred contact method) respass.1@osu.edu

Phone number: 740-725-6130

Office hours: Online, by appointment

Contact Policy: You may contact me directly by email and phone. I will respond to emails and voicemails within one to two business days. If you have reached out to me and not heard back within that time frame, please reach out again, in case there has been a technological error (missed email, etc). Please also feel free to ask me for a chat on Zoom to ask any questions, review course material, or talk about any concerns. Feel free to email me or leave me a voicemail if you need to talk privately and we can schedule an appointment. Throughout the semester I will respond to messages Monday-Friday, from 9am to 5pm. (Remember that you can call 614-688-4357(HELP) at any time if you have a technical problem with Carmen.)

Prerequisites

None.

Course description

This course is a thematic exploration of premodern world history that examines major processes and events that shaped human experience between the Stone Age and 1750. We will examine our origins and collective history from the standpoint of what makes us human, exploring our unique capacities for movement, relationship, symbolic behavior, and resource acquisition. Mobility has shaped our survival since early humans migrated across the globe, forming social groups and communities, hunting and

gathering, and developing new tools and technologies to aid our quest for resources and meaning. This course covers a vast expanse of time, highlighting processes of migration, exchange, and connectivity from the Paleolithic to Early Modern periods, beginning with the evolution of bipedalism, the migration and dispersal of early human populations across the earth, the development of the boat and sailing, the spread of horseback culture, economic exchange and trade, long-distance ocean voyages, and the explosion of forced migration and colonialism. This course utilizes both written primary sources and the material culture and physical evidence of human development associated with prehistory.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Demonstrate knowledge and insight about human origins in Africa and the history of migrations across the globe.
- Identify societal changes associated with the domestication of animals and the development of agricultural settlements including increased specialization and long-distance trade.
- Think analytically about the history of cultural and symbolic behaviors like writing, art, and ritual.
- Produce nuanced, evidence-based writing about social hierarchies and relationships.
- Situate major events of premodern global history within longer-term processes that unfold over multiple centuries.
- Analyze and interpret tools, texts and other historical materials, and gain familiarity with where and how historians and researchers access these materials.

General education goals and expected learning outcomes

As part of the Historical Study category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves.
- Students acquire a perspective on history and an understanding of the factors that shape human activity.
- Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
- 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.

As part of the Global Studies category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- Global Studies courses foster an understanding of the pluralistic nature of institutions, society, and culture across the world in order to help the student become an educated, productive, and principled citizen.
- Students construct an integrated perspective on history and the factors that shape human activity.
- Students describe and analyze the origins and nature of contemporary issues.
- Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are no times when you must be logged in to Carmen at a scheduled time, though you are encouraged to attend optional live meeting times on Tuesdays and Thursdays if you are able. Don't worry if you cannot attend the optional meetings on Tuesdays and Thursdays, any lecture or class activity from those days will be recorded and made available to you to watch on your own. You will not be penalized for not attending the optional live meetings. **You are, however, required to watch the recordings of the Tuesday and Thursday meetings at your own pace during the week if you cannot attend live because they are the foundation of the course.**

WEEKLY CLASS FORMAT:

Every week I will post the new Week's module in Carmen on Monday, where you will see a list of instructional activities and homework to complete that week. Instructional activities include my Thursday recorded lectures, Tuesday recorded discussions, individual and group learning activities, short videos and other materials that illustrate important ideas from the lecture, readings, and visual aids. If any of the formats are not accessible to you or your device, please let me know immediately so that I can accommodate you. Every week I will hold "live" class meetings during our course meeting times on Tuesdays and Thursdays, which are optional for you to attend "live" (synchronously.) I will record these sessions and post them in Carmen, so you can also watch them at another time during the week, asynchronously, if preferred. You will not be penalized for not attending these meetings "live." For those students who don't attend "live," (synchronously), you will just watch the recordings at your own pace during the week (asynchronously). Any learning activity we complete during those sessions will be available online for you to complete on your own during the week. Each week, I will lecture on Thursday during the Zoom meeting described above. On Mondays you will turn in your discussion posts and other homework related to the previous week's lecture, readings, and other instructional materials. Every Tuesday I will then lead an asynchronous, participatory discussion workshop during the Zoom meeting, based on your submissions, that delves further into the material. As stated above, you are welcomed and encouraged to attend both Zoom sessions "live," but if you cannot attend you will not be penalized and can just watch the recordings on your own during the week. I will hold optional office hours by appointment on Zoom or by phone, just contact me if you would like to make an appointment. Please see the "Contact Policy" on the first page of the syllabus for the best ways and times to reach me.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: You are expected to complete all readings and assignments on time. Active, thoughtful, and respectful participation in class discussions and activities is required. Because this is an online course, your attendance is based on your online activity and participation. If you have an emergency or crisis that prevents you from completing work on time, please contact me as soon as possible so we can make a plan together to get you back on track.

The following is a summary of students' expected participation:

Participating in online activities for attendance: AT LEAST ONCE PER WEEK (MINIMUM) You are expected to log in to the course in Carmen every week. (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. Your participation grade is dependent on logging in weekly, completing all assigned work satisfactorily, and demonstrating engagement with the course materials and themes through online discussion. **You must watch the recorded Zoom meetings if you cannot attend them live.** The live class meetings on Tuesdays and Thursdays will be recorded so that you can watch them at your own pace if you do not attend live.

Office hours: OPTIONAL. All live, scheduled events for the course, including my office hours which are by appointment, are optional.

Participating in discussion: 2+ TIMES PER WEEK

As part of your participation, each week you must submit discussion posts at least twice as part of our substantive class discussion on the week's topics. I will respond to your posts in class or in writing each week.

ALL ASSIGNMENTS DUE BY 12PM (NOON, EASTERN STANDARD TIME) ON DUE DATES

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- No textbook purchase is required for this course. All readings and other course materials will be provided on Carmen or through the OSU library online. This is a 100% online course, and you will need access to the internet and a computer or other device to complete the assignments. If you are having technology or internet access issues at any point during the semester, please contact the professor right away for support and to discuss potential solutions.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

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

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Participation	15
Weekly Discussion Posts	30
Rotating Weekly Group Timelines	10
Quizzes	4
Individual, Thematic Timeline Midterm Draft	7
Individual, Thematic Timeline Final Draft	7
Midterm Exam (Short essay and short test)	12
Final Exam (Short essay and presentation)	15
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Weekly Discussion Posts

Description: Every week you will post 1) a question about the week's course material and 2) a paragraph analyzing and reflecting on a major idea or theme in that week's class.

Academic integrity and collaboration: Please provide the author's last name and the page number (if relevant) for any readings or other course material you refer to in your posts, and all work must be your own.

Rotating Weekly Group Timelines

Description: Every week you will individually take notes about the readings, lectures, and other course materials. Each week, a different group will take turns using their notes to create a study timeline together that summarizes that week. At minimum, the group must submit a document with a simple timeline of events you have chosen as especially significant for that week. But you are free to also be creative and produce your timelines using media or sound files, drawings, etc.

Academic integrity and collaboration: This is a collaborative, open-book, open-note project. Be sure to cite all your sources using the Chicago Manual of Style.

Individual, Thematic Timeline

Description: At the beginning of the semester, you will choose a broad historical theme that sparks your interest, for example you might choose "art," "warfare," "religion," "sports," "technology," etc. It should be something you like and enjoy thinking about. Throughout the semester, you will collect notes about this theme from the course lectures, readings, and videos, and compile them into a Thematic Historical Timeline. By the end of the semester, your thematic timeline should include at least 12 entries.

You have flexibility in terms of the format you use to visually present your timeline, but make sure it is actually a timeline that reflects the unfolding of events chronologically, and not just a list.

Give your timeline a title and label the theme. Events should appear in chronological order. Your timeline will be graded twice: once at the middle of the semester and once at the end.

Academic integrity and collaboration: You must cite your exact sources for each entry using the Chicago Manual of Style. Your entries should only come from our course.

Midterm Short-Essay Exam & Short Test

Description: Your midterm exam consists of two parts, a short essay and a short test. You will write a focused, five-paragraph essay using specific evidence we have discussed in class to answer an exam prompt. The short test will cover major events covered in the first half of the semester.

Academic integrity and collaboration: This is an open-book and open-note exam, which means that you are welcome to refer to your notes and other course materials as you write your essays. You may not, however, talk to your classmates or receive outside help from another person as you write your essays. Talking to your classmates about the exam or receiving outside help during the exam period is

cheating and a violation of the Academic Integrity policy. You may contact me directly during the exam period with any questions.

Final Short-Essay Exam & Presentation

Description: Your final exam consists of two parts, a short essay and a presentation. You will write a focused, five-paragraph essay on a piece of evidence of your choosing that we have discussed in class. Your brief presentation will discuss your essay and be submitted as a recording or presented live over Zoom, whichever you prefer.

Academic integrity and collaboration: This is an open-book and open-note exam, which means that you are welcome to refer to your notes and other course materials as you write your essays. You may not, however, talk to your classmates or receive outside help from another person as you write your essays. Talking to your classmates about the exam or receiving outside help during the exam period is cheating and a violation of the Academic Integrity policy. You may contact me directly during the exam period with any questions.

Late assignments

Points will be deducted for unexcused late assignments. If you must turn in an assignment late due to an emergency or illness, contact me as soon as possible. Please refer to Carmen for due dates.

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

Carmen Gradebook Warning: Please keep in mind that although the Gradebook available on Carmen is useful for tracking your assignments, it does not always project accurate estimations of your final grade. It is very important to ask me directly, rather than rely on Carmen's estimation, of your current or projected final grade. Feel free to contact me at any time.

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. Please see my contact policy on page 1 for information on how best to reach me. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** I will grade regular, weekly homework within an average of 7 days. Larger assignments usually require a little extra time to give you the detailed feedback you deserve.
- **Email:** I will reply to emails within **1-2 business days during the semester.**
- **Discussion posts:** I will monitor and reply to messages in the weekly discussion posts **every week**, during the Tuesday discussion sessions on Zoom, in writing, or during lecture. Occasionally a question you ask one week might be perfect as a jumping off point for a lecture scheduled for an upcoming week, so occasionally I will schedule those answers for a later date.

OTHER COURSE POLICIES

Safety and health requirements:

All teaching staff and students are required to comply with University safety and health guidance which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

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. A more conversational tone 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.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Quizzes and Exams: You must complete all quizzes and exams yourself, without any external help or communication.

Written Assignments: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow the **Chicago Manual of Style (CMOS)** format to cite the ideas and words of your research sources. Fully and accurately citing sources consulted for your work is a major component of academic integrity. Cite any information you get from a source other than your own mind every single time, both within the body of a paper and in a references list at the end. **Use the Chicago Manual of Style. If you use someone else’s words or ideas, cite them.**

The Chicago Manual of Style (CMOS) is available online through the library here:

<https://library.ohio-state.edu/record=b6525249~S7>

Additional summaries of the Chicago Manual of Style (CMOS) Author-Date and Notes-Bibliography formats are available from OSU here:

<https://guides.osu.edu/citation>

For additional guidance, Purdue University’s Online Writing Lab (OWL) is a great resource for applying Chicago Manual of Style (CMOS) in your writing:

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html7

CAUTION: You are strongly discouraged from using citation generators online, even those provided on reputable websites, because they are often wrong. Please save us both a lot of time and create your own citations using the CMOS format. If you want help using the CMOS format, feel free to reach out to me or to the Writing Center:

<https://u.osu.edu/marionwc/>

I may utilize Turnitin or similar plagiarism detection software to check written assignments for plagiarism. This means that if you steal wording from any source that is available online without properly quoting and citing it, the software will catch you. Please do not do this. 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.

What to Do if you Panic, Instead of Cheating: Contact me. I understand that this is an overwhelming time, and if you are honest with me and tell me you need more time on an assignment before it is due I will likely agree to an extension if you talk to me about it first and we come up with something fair. The consequences of cheating are very severe and include receiving zero points on the assignment, failure of the course, disciplinary action and hearings, and expulsion. It is very serious. I would much rather give you an extension or an Incomplete and work with you on a reasonable plan to complete your work than see any of you cheat. Please be honest and reach out for help when you need it, I will respect that.

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. You should also not recycle writing posts from one assignment to another within this class, unless I have instructed you to do so (rough drafts, etc). If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me first.

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 opportunities for collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz, exam, or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

Group Work: This course may include group work, 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 any group work as clear as possible for each activity and assignment, but please let me know if you have any questions. **The quality of your participation in group assignments also counts towards your participation grade.** If your group is experiencing any issues of concern, please contact me right away. Group members who are not participating should not receive credit for work they did not collaborate on. **Each member of the group who worked on the assignment should add their name to the final submitted work.**

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

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

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 or by contacting the Ohio State Title IX Coordinator at 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 or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

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.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte,

Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

Counseling and Consultation Services: No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you: (614-292-5766; www.ccs.osu.edu). This service is free and confidential. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at www.go.osu.edu/ccsondemand

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 Prevention Hotline at 1-800-273-TALK** or at

www.suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at www.go.osu.edu/wellnessapp. Another resource is the **Buckeye Peer Access Line**, a non-emergency talk line that provides a space for students to engage in brief phone conversations in order to gain support and learn about campus resources. Student volunteers are available to provide peer-to-peer assistance that promotes and enhances student development and wellbeing. It operates Monday through Friday from 8 p.m. to midnight when classes are in session during fall and spring semesters. Call 614-514-3333. For more information check out: <https://swc.osu.edu/services/buckeye-peer-access-line/>

If you think you are at risk of harm to self or others, please call **911** or contact the **Columbus Suicide Prevention Hotline at 614-221-5445**.

If you are experiencing domestic violence or abuse, you can reach out to the **National Domestic Violence Hotline** at <https://www.thehotline.org/>. If you are in immediate danger call **911**. Safety Alert: Computer use can be monitored and is impossible to completely clear. If you are afraid your internet usage might be monitored by your abuser, you can call the National Domestic Violence Hotline by phone instead of accessing them online at **1-800-799-7233** or **TTY 1-800-787-3224**. You can also text **LOVEIS to 1-866-331-9474**.

If you are coping with sexual violence you call the **National Sexual Assault Hotline 800.656.HOPE** for help or access 24/7 help online by visiting www.online.rainn.org

If you are lesbian, gay, bisexual, transgender, queer or questioning (**LGBTQ**) and in crisis, you can call the **TrevorLifeline for crisis intervention and suicide prevention 24/7 at 1-866-7386**, or access a crisis counselor online 24/7 at: <https://www.thetrevorproject.org/get-help-now/>. You can also reach a crisis counselor 24/7 by texting **START to 678-678**.

Additional OSU Mental Health and Wellness resources are also available here:

<https://safeandhealthy.osu.edu/mental-health-wellness>

COVID-19 INFORMATION AND RESOURCES: The most important part of this semester is everyone's wellbeing. I care about your health and happiness first, so please contact me if you are struggling or facing challenges related to COVID or anything else. I want you to succeed in this class and I am here to help. We are all navigating the semester together during challenging times, and you have my understanding. If you are facing a challenge, contact me. There is a lot of flexibility built into the course because it is online and asynchronous, but there may still be times when you need accommodations. For example, if you get sick and can't do any work for a week, or if a family member is ill. If something like that happens, try to contact me as early as you can so we can make a plan together. Here are some resources our community can use to learn about protecting ourselves from and managing COVID-19:

Safe and Healthy Buckeyes: <https://safeandhealthy.osu.edu/>

Centers for Disease Control and Prevention: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

World Health Organization: <https://www.who.int/>

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by the Office for Disability Services (ODS). 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 the Office for 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.

Marion Campus Office for Disability Services: (740) 725-6247

marionds@osu.edu<https://osumarion.osu.edu/academics/academic-support-services/disability-services.html>

Accessibility of course technology

This online course requires use of CarmenCanvas (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.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

ADDITIONAL RESOURCES:

Tutoring: The Academic Success Center (ASC) offers tutoring services (at no additional cost to normal tuition) to assist OSU student learning. The physical location of the center is in Morrill Hall 216, however, services are offered through virtual means during the pandemic. The Center consists of three parts: Math Lab, STEM Center, and Writing Center, that each provide professional tutoring help on a drop-in and appointment basis. Additionally, if you would like to submit a request for assistance in a subject outside these disciplines, please submit an online application for a tutor here. For the most up-to-date information regarding all aspects of the center please visit their website (<https://u.osu.edu/marionasc/>), or email AcademicSuccess@osu.edu. Please remember that the Ohio Public Health situation is very fluid and constantly changing, thus your flexibility is much appreciated and will help us to provide you with the most assistance!

Writing Resources: Additional tutoring and support with writing is available through the Writing Center. The Writing Center offers free help with writing at any stage of the writing process for any member of the university community. During sessions, consultants can work with you on anything from research papers to lab reports, from dissertations to résumés, from proposals to application materials. Appointments are (normally) available in-person, but during the pandemic they are also available online. Please check out the Individual Writing Support and Group Writing Support pages for the types of consultations provided. They also maintain a Writing Resources page with writing handouts and links to online resources. For more information:

Marion Campus Writing Center: <https://u.osu.edu/marionwc/>

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

<i>Week</i>	<i>Dates</i>	<i>Topics, Readings, Assignments, Deadlines</i>
ALL ASSIGNMENTS DUE BY 12PM (NOON, EASTERN STANDARD TIME) ON MONDAYS UNLESS OTHERWISE STATED		
Section 1: The Prehistory of History-Paleolithic & Neolithic Humanity		
1	Aug 24-27	<p style="text-align: center;">Introductions & Thinking About World History:</p> <p style="text-align: center;">→ <u>Thursday Zoom Orientation:</u> <u>Introductions, How This Course Works, Measuring Prehistory & History, Historical Narrative, World Maps & World Views</u></p> <p style="text-align: center;">→ Assignment: Online Icebreaker Thread</p> <p style="text-align: center;">→ Quiz: The Syllabus</p> <p style="text-align: center;">→ Reading: “When Does World History Begin?” (Northrup)</p> <p style="text-align: center;">→ Reading: “Why Biped?” (Stanford et al)</p> <p style="text-align: center;">→ Video: Mitochondrial Eve and Homo Sapiens in Africa’s Rift Valley (9:45)</p> <p style="text-align: center;">→ Assignment: Discussion Posts, this week’s prompt: Your Hopes, Goals, & Interests</p>
2	Aug 30-Sept 3	<p style="text-align: center;">Scales of History & What Makes Us Human? Movement, Resources, Relationships, Symbolic Behavior</p> <p style="text-align: center;">→ <u>Tuesday Zoom Discussion</u></p> <p style="text-align: center;">→ Reading: “Cross-cultural Interaction & Periodization” (Bentley)</p> <p style="text-align: center;">→ Video: Human Origins 101 (3:47)</p> <p style="text-align: center;">→ Quiz on “Why Biped?”</p> <p style="text-align: center;">→ <u>Thursday Zoom Lecture:</u> <u>Sources for Thematic Prehistory: Tools, Artifacts, Skeletal Remains</u></p> <p style="text-align: center;">→ Video: Fossils 101 (4:07)</p> <p style="text-align: center;">→ Video: Bipedal Fossils: Lucy (4:46)</p> <p style="text-align: center;">→ Video: Primates & The Tree of Life (1:11)</p> <p style="text-align: center;">→ Assignment: Discussion Posts, this week’s prompt: Hominin footprint</p>
3	Sept 7-10	<p style="text-align: center;">Monday Labor Day- Holiday (No Class)</p> <p style="text-align: center;">Human Origins: Who are We? Culture & Course Themes</p> <p style="text-align: center;">→ <u>Tuesday Zoom Discussion</u></p> <p style="text-align: center;">→ Video: The Tree of Life & The Evolution of Your Hands (4:05)</p> <p style="text-align: center;">→ Podcast: Stones and How to Use Them (23:24)</p> <p style="text-align: center;">→ <u>Thursday Zoom Lecture: Culture: What is a Human?</u> <u>Genus Homo Anatomical Changes, Parenting, & Burial</u></p> <p style="text-align: center;">→ Video: “First Steps” (52:01)</p> <p style="text-align: center;">→ Short Reading: “Primate Intelligence: Why are Human Brains Big?” (Stanford et al)</p> <p style="text-align: center;">→ Short Reading: “Olduvai Stone Chopping Tool” (MacGregor)</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
ALL ASSIGNMENTS DUE BY 12PM (NOON, EASTERN STANDARD TIME) ON MONDAYS UNLESS OTHERWISE STATED		
		<ul style="list-style-type: none"> → Read: “Of Evolution, Culture, and the Obstetrical Dilemma” (Glausiusz) → Assignment: Discussion Posts, this week’s prompt: Walter Oltmann, <i>Infant Skull II</i>
4	Sept 13-17	<p style="text-align: center;"><i>Birth, Bipedalism, & Brains</i></p> <ul style="list-style-type: none"> → <u>Tuesday Zoom Discussion</u> → Reference Chart: The Female Pelvis → Video: Evolution of the Human Pelvis: Barbara Fischer (1:49) → Video: Evolution of the Human Pelvis: Karen Rosenberg (12:44) → <u>Thursday Zoom Lecture:</u> <u>The Human Pelvis, Abstract Thinking, Midwifery, & Migration</u> → Podcast: Did Cooking Make Us Human? → Reading: “The Great Human Migration” (Gugliotta) → Video: Laetoli Footprints (5:47) → Assignment: Discussion Posts, this week’s prompt: Tracing the Social History of Midwifery & Migration
5	Sept 20-24	<p style="text-align: center;"><i>Food & Brains: Cooked Food, Stone Tools, Big Brains</i></p> <ul style="list-style-type: none"> → <u>Tuesday Zoom Discussion</u> → Podcast: Born and Evolved to Run (35:21) → Interactive Map: How Homo sapiens Populated the Earth → Video: First Peoples, Out of Africa (8:10) → <u>Thursday Zoom Lecture:</u> <u>The Material Culture of Prehistoric Running, Hunting, & Gathering: The Iceman’s Underwear & Technological Time</u> → Video: Migration & DNA: Getting to Mungo Lake (9:30) → Short Reading: “What Can Hunter-Gathers Teach Us About Staying Healthy?” (Gallagher) → Assignment: Discussion Posts, this week’s prompt: Historicizing the Stone Age
6	Sept 27-Oct 1	<p style="text-align: center;"><i>Our Bodies, the Environment, & the Quest for Resources & Meaning</i></p> <ul style="list-style-type: none"> → <u>Tuesday Zoom Discussion</u> → Video: “First Peoples: Out of Africa” (8:10) → Video: “Religion, Ritual and Art” (5:41) → <u>Thursday Zoom Lecture:</u> <u>Early Human Culture- Art and Ritual of Africa, Migrating Groups</u> → Video: Mungo Man’s Ceremonial Burial (6:37) → Video: Human Culture, Art, and Blombos Cave (8:14)

Week	Dates	Topics, Readings, Assignments, Deadlines
ALL ASSIGNMENTS DUE BY 12PM (NOON, EASTERN STANDARD TIME) ON MONDAYS UNLESS OTHERWISE STATED		
		<ul style="list-style-type: none"> → Reading: “Lower and Middle Paleolithic Mortuary Behaviors and the Origins of Ritual Burial” (Zilhão) → Assignment: Discussion Posts
7	Oct 4-8	<p style="text-align: center;"><i>The Neolithic Revolution</i></p> <ul style="list-style-type: none"> → <u>No Tuesday Discussion: Work on Your Midterm</u> → <u>Thursday Zoom Lecture: Agriculture, Surplus, & Change</u> → Video: Africa, A Cradle of Civilization, Nile River → Assignment: Discussion Posts → Midterm Exam (Due Oct 8 at midnight)
		Section 2: Written Histories
8	Oct 11-13 (Oct 14 & 15- Autumn Break)	<p style="text-align: center;"><i>Specialization, Trade, and Metals</i></p> <ul style="list-style-type: none"> → <u>Tuesday Zoom Lecture: Bronze: Cities, Writing, & Trade</u> Pre-Autumn Break Film Festival: <ul style="list-style-type: none"> → Reading & Video: Mohendro Daro 101 (2:59) → Video: Africa, Writing, and Power (4:48) → Video: First Civilizations: Trade (53:46) → Video: Nubian Kush and Egypt (11:16) → Assignment: Discussion Posts
9	Oct 18-22	<p style="text-align: center;"><i>Circulation, Social Status, & Social Change in the Bronze Age</i></p> <ul style="list-style-type: none"> → <u>Tuesday Zoom Discussion</u> → <u>Thursday Zoom Lecture: Horses, Boats, Languages, & War</u> → Reading: "Plague in humans 'twice as old' but didn't begin as flea-borne, ancient DNA reveals" (ScienceDaily) → Reading: “Four-thousand-Year-Old Genomes Show Deep Roots of Social Inequality” (Callaway) → Reading: “The Sea in World History: Early Civilizations, 4000 BCE-1000 BCE” (Stein) <ul style="list-style-type: none"> → Video: Grimm’s Law and Proto-Indo-European (3:25) → Assignment: Discussion Posts
10	Oct 25-29	<p style="text-align: center;"><i>An Iron Age Alphabet & an Axial Age</i></p> <ul style="list-style-type: none"> → <u>Tuesday Zoom Discussion</u> → <u>Thursday Zoom Lecture: Communication, Morality, & Meaning</u> → Video: Bronze Age Collapse, Iron Age Phoenicians (23:59) → Video: Alphabet (3:46)

<i>Week</i>	<i>Dates</i>	<i>Topics, Readings, Assignments, Deadlines</i>
ALL ASSIGNMENTS DUE BY 12PM (NOON, EASTERN STANDARD TIME) ON MONDAYS UNLESS OTHERWISE STATED		
		<ul style="list-style-type: none"> → Reading: "The Sea in World History: The Ancient World 1000 BCE-300 CE" (Stein) → Reading: "A Perfect Storm of Calamities," From <i>1177 BC: The Year Civilization Collapsed</i> (Cline) → Assignment: Discussion Posts
11	Nov 1-5	<p style="text-align: center;"><i>Antiquity & Empire</i></p> <p style="text-align: center;">→ <u>Tuesday Zoom Discussion</u></p> <ul style="list-style-type: none"> → Video: The Secrets of the Lost Persian Empire (49:23) → <u>Thursday Zoom Lecture: 550 BCE: Persia, Ancient World Empire; 323 BCE: Alexander & the Hellenized World</u> → Short Reading: "Persia and Greece" (Curtis and Tallis) → Reading: "Rhetorical Intent in Ancient Historiography: Herodotus" (Enos) → Assignment: Discussion Posts
12	Nov 8-12 (Nov 11 Veteran's Day- Holiday)	<p style="text-align: center;"><i>Who is a Citizen, Who is a Slave?</i></p> <p style="text-align: center;">→ <u>Tuesday Zoom Lecture: Athenians and Others</u></p> <ul style="list-style-type: none"> → Reading: "Whitewashing Ancient Statues" (Bond) → Reading: "Classical Athens," (Rihill) → Reading: "Ancient Greek & Roman Slavery" (Hunt) → Assignment: Discussion Posts
13	Nov 15-19	<p style="text-align: center;"><i>Building the Roman Empire</i></p> <p style="text-align: center;">→ <u>Tuesday Zoom Discussion</u></p> <p style="text-align: center;">→ <u>Thursday Zoom Lecture: Africa, the Tiber, and the Thames</u></p> <ul style="list-style-type: none"> → Video: Iron, the Third Kingdom of Kush, and Queen Amanirenas (12:20) → Discussion Thread: Roman Building Materials → Reading: "Translating Empire from Carthage to Rome" (Quinn) → Reading: "Shifting Cores and Peripheries in the Imperial West" (Smith) → Video: The Aksum [Axum] Kingdom: Trade and Ancient Africa" → Assignment: Discussion Posts
14	Nov 22-23 (Nov 24-26- Holiday)	<p style="text-align: center;"><i>Islam, World-Systems, & Early Age of Commerce</i></p> <p style="text-align: center;">→ <u>Tuesday Zoom Discussion</u></p> <p style="text-align: center;">→ <u>Thursday Zoom Lecture: Evidence of Premodern Globalizations</u></p>

<i>Week</i>	<i>Dates</i>	<i>Topics, Readings, Assignments, Deadlines</i>
ALL ASSIGNMENTS DUE BY 12PM (NOON, EASTERN STANDARD TIME) ON MONDAYS UNLESS OTHERWISE STATED		
		<ul style="list-style-type: none"> → Caravans of Gold Exhibit → Reading: "Studying a System on Formation" (Abu-Lughod) <ul style="list-style-type: none"> → Video clips: The Lost Libraries of Timbuktu (30:00) → Reading: "The Sea in World History: Global Interactions, 1000 CE-1500 CE" (Stein) <ul style="list-style-type: none"> → Group Object Study: Kilwa Pot Sherds → Assignment: Discussion Posts
15	Nov 29- Dec 3	<p style="text-align: center;"><i>Reconquista, The Edict of Expulsion, & The European Navigation of the Indian Ocean & Atlantic</i></p> <ul style="list-style-type: none"> → <u>Tuesday Zoom Discussion</u> → <u>Thursday Zoom Lecture:</u> <u>15th-century Iberian Peninsula, Genoa, and Global Maritime Trade</u> → Reading: "The First Phase: Portugal and Africa" (Blackburn) → Reading: "Europe, and The People Without History" (Wolf) <ul style="list-style-type: none"> → Reading: "In Search of Wealth" (Wolf) → Video Clip: Breaking the Mayan Code (7:00) → Group Object Studies: Hebrew Astrolabe & Taino Ritual Seat <ul style="list-style-type: none"> → Assignment: Discussion Posts
16	Dec 6-8	<p style="text-align: center;"><i>The Transatlantic Slave Trade</i></p> <ul style="list-style-type: none"> → <u>Tuesday Zoom Discussion</u> → <u>Thursday Zoom Lecture:</u> <u>The Material Culture of the Middle Passage, Excavating Slave Ships</u> → Video: "These Divers Search for Slave Shipwrecks and Discover Their Ancestors" (18:21) → Video: "Landscape of Power: Freedom and Slavery in the Great Dismal Swamp" (19:55) → Assignment: Discussion Posts
	Dec 9-15	<p style="text-align: center;"><i>Final Exams</i></p> <ul style="list-style-type: none"> → Turn in Personal Timeline Assignment & → Turn in the Final Discussion Post <p style="text-align: center;">***FINAL EXAM***</p>

History 2651

World History before the Modern Age

3 credit hours

Instructor:

Office: Dulles Hall, room 235

Office Hours: Tuesday 4:15-5:15 and by appointment

Email:

Course: This course explores some of the major issues, themes, and events that have shaped the human experience between the Stone Age and 1750. We will map out the growing connections between diverse peoples and civilizations and examine the numerous reasons that drew those peoples and civilizations together, whether trade, war, exploration, or religion. In tracing the development and interactions of diverse peoples and societies around the world, we will keep a few key questions in mind. How did environmental factors influence the development of civilizations (cause exploration, war, and famine)? Why were some societies more successful than others in creating and maintaining empires? What role did religion, gender division, and war have in the creation and collapse of civilizations? What brought societies into contact with each other (religion, trade, war)? How did exchanges with other civilizations influence development and shape history? How does our past shape us today?

Through lecture, group work, debate, and writing, we will examine and interrogate these and other questions over the semester. We will all bring different perspectives to class and I ask that we respect everyone's opinion, ask questions, re-think our own perspectives, and maybe by the end of the semester we might even welcome new ideas. As we journey through historical topics, we will learn that *no right answer* explains the development of peoples and civilizations, and their successes or failures (even those are perspectives). History is a muddle of events, lives, and experiences, which we will try to make sense of over the next ten weeks.

This course spans several centuries, therefore the majority of peoples and events cannot be studied in detail. We will focus on particular cases that illustrate significant patterns that have shaped the world as we know it.

This course may count toward the History Major and Minor.

Prereq or concur: English 1110.xx.

General Education Requirements:

This course fulfills the following GE requirements: 1) "Historical Study," 2) "Culture & Ideas or Historical Study," 3) Open Option, and 4) "International Issues".

Historical Study GE Requirements:

Goals:

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

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. 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.

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
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past
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
4. Students will carry out in-depth analysis in a final paper comparing distinct historical Moments, social movements and their effects

International Issues (contains two subcategories: "Non-Western or Global," and "Western (Non-United States)")**Goals:**

International Issues coursework helps students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected Learning Outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. 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 International Issues:

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.

2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context.
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.
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.
6. Students will understand the roots and structures of today's globalized world.

Main themes:

1. Diversity, acquiring new perspectives, and re-thinking accepted values
2. Expansion of empires, reasons for their successes and failures.
3. The role of religion and culture in the development of societies.
4. The role of gender, and stratification in societies.
5. The relationships and interactions between different pre-modern civilizations.
6. The relationship between the past and our present world.

Objectives/Learning Outcomes: by completing the requirements for this historical survey, students will:

1. Acquire diverse perspectives on history and an understanding of the factors that shape human activities. This knowledge will furnish students insights into the origins and nature of contemporary issues and provide a foundation for future comparative understanding of diverse civilizations and peoples.
2. Develop critical thinking through the study of diverse interpretations of historical events.
3. Apply critical thinking through historical analysis of primary and secondary sources.
4. Improve written and oral skills through short writing exercises, exams, debate, and discussion.

Important Information:

In accordance with departmental policy, all students must be officially enrolled in the course by the end 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 each student.

The Office of Disability Services is located in 150 Pomerene Hall (292-3307). This office offers services for students with documented disabilities. Students with disabilities should obtain the necessary forms for their midterms and final exams. Please contact me within the first two weeks of

class so that we can make the appropriate accommodations. All information regarding disabilities is confidential.

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://studentaffairs.osu.edu/resource_csc.asp).

Here is a direct link for discussion of plagiarism:

http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm

Here is the direct link to the OSU Writing Center: <http://cstw.osu.edu>

Required books:

Bulliet, Crossley, Headrick, Hirsch, Johnson, Northrup. *The Earth and Its Peoples: A Global History*, 3rd brief edition, (Houghton Mifflin Company, New York), 2006

Jared Diamond, *Guns, Germs, and Steel*.

Other readings:

Primary source readings will be a large part of this class. You will find these readings on Carmen -- <https://carmen.osu.edu>

Grading:

Participation: 10%

Quizzes: 20%

Paper: 25% (A separate handout will be given)

Midterm exam: 20%

Final exam: 25%

*Since the University does not record D- grades, a student earning a course average below 62 will receive an E in this course.

Here are the grade breakdowns:

A: 92.6 and above; A-: 89.6-92.5; B+: 87.6-89.5; B: 82.5-87.5; B-: 79.6-82.5; C+: 77.6-79.5; C: 72.6-77.5; C-: 69.6-72.5; D+: 67.6-69.5; D: 62-67.5; E: below 62.

Attendance: Attendance will be taken on Thursdays to help determine your participation grade. That said, if you plan on coming to class to read the newspaper, or sleep, I would suggest staying at home where it is more comfortable. Attendance is your choice, but remember that most students need to come to class on a regular basis to do well.

Participation: Each Thursday, during the second half of class, we will discuss primary source documents. Your attendance and participation during this time is required. Clearly this is a large class and not everyone will be able to speak. I understand these constraints – and this is why I will take attendance on discussion days. You are expected to keep up with the reading and come to class prepared.

Quizzes: You will have 5 quizzes during the semester. Each student's lowest score will be dropped. Thus, 4 quizzes will count towards your grade. These quizzes will cover material covered in lecture and primary source readings. Each quiz will be comprised of short answer questions. Not only will this help you keep up with your reading, but it will help to prepare you for the midterm and final exams. Please be aware – I will not give make-up quizzes. The syllabus includes the dates on which quizzes are scheduled; please make sure you make it to at least four of these dates.

Late work will be downgraded by one letter grade for each day it is late. Work that is four or more days late will not be accepted. Please come to me if you have a valid excuse for missing an assignment. My advice is to keep up with the work in this class and come to me if you need to discuss coursework. I am happy to answer your questions.

Topics and Reading Assignments

Weeks I & II – Origins and the Rise of Early Civilizations

- Discussion of Syllabus & “What is History?”
- Hunting, Gathering, and the Origins of Agriculture
- Middle East, Africa (Mesopotamia and Egypt)
- Irrigation and Agriculture

Bullet Reading: 1-31, 45-50, 65-68

Carmen Reading:

1. “Survival of the Sneakiest” by the Understanding Evolution Team – http://evolution.berkeley.edu/evolibrary/article/0_0_0/sneakermale_01.
2. The Flood Narrative from the Gilgamesh Epic (Sumerian) – <http://alexm.here.ru/mirrors/www.enteract.com/jwalz/Eliade/073.html>.
3. Hammurabi's Code – http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_1/hammurabi.html
4. Diamond, Jared – *Guns, Germs and Steel* – Chapter 2, “A Natural Experiment of History, pg. 53-66 & Chapter 4, “Farmer Power,” pg. 85-92
5. Excerpts from the Book of the Dead

Quiz #1 & Discussion of primary source documents

Week III & IV – The Formation of Empires and Cultural Communities

- **Early China**
- **I Ching, Confucius, Daoism**
- **Early Greeks**

Bullet Reading: 37-45, 68-72.

Carmen Reading:

1. What is the Mandate of Heaven or T'ien ming –
<http://www.wsu.edu/~dee/GLOSSARY/TIENMING.HTM>.
2. On Legalism – Han Fei-tzu: Legalist Views on Good Government –
http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_1/hanfeitzu.html.
3. Reports of Minos and Knossos <http://www.fordham.edu/HALSALL/ancient/minos1.html>.
4. Accounts of Hellenic Religious Beliefs –
<http://www.fordham.edu/HALSALL/ancient/greekrel2.html>.
5. Confucian Teaching – The Analects
6. On Daoism – Dao De Jing Tao Te Ching

Week V

- **India and the Origins of Hinduism and Buddhism**

Bullet Reading: 31-34, 118-128.

Carmen Reading:

1. Hymns from the *Rig Veda* –
http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_1/rig_veda.html.
2. Jain respect for life – <http://alexm.here.ru/mirrors/www.enteract.com/jwalz/Eliade/084.html>.
3. The Buddha: Sermons and Teachings – <http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/bud-ser.html>.

Quiz # 2

Week VI and VII

- **Empire of Persia**
- **Greek society**
- **Judaism**

Bullet Reading: 53-59, 91-101, 101-117.

Carmen Reading:

1. The Great Rhetra (on how Spartan Government was run)
<http://www.csun.edu/~hcfl004/rhetra.htm>.
2. Pericles' Funeral Oration -- <http://www.fordham.edu/HALSALL/ancient/pericles-funeralspeech.html>.
3. Herodotus: On the Customs of the Persians –
<http://www.fordham.edu/HALSALL/ancient/herodotus-persians.html>.
4. Accounts of Persian “Despotism” and Law --
<http://www.fordham.edu/HALSALL/ancient/persianlaw.html>.
5. Gatha of the Choice (Zoroastrianism) --
<http://alexm.here.ru/mirrors/www.enteract.com/jwalz/Eliade/038.html>.
6. Herodotus: Xerxes Invades Greece, from *The Histories*
<http://www.fordham.edu/HALSALL/ancient/herodotus-xerxes.html>.

Quiz 3 & Discussion

Week VIII and IX – Growth and Interaction of Cultural Communities

- **Mid-term Exam**
- **Maya & Toltecs**
- **Early Rome & Roman Empire**

Bullet Reading: 130-141,172-173, 202-215, 245-251.

Carmen Reading:

1. The *Popol Vuh*, Chps. 1, 2, 3. (about 15 pages in all) – <http://www.sacred-texts.com/nam/maya/pvgm/>.
1. Appian: The Civil Wars – *On the Gracchi* --
<http://www.fordham.edu/HALSALL/ancient/appian-civwars1.html>.
2. The Deeds of the Divine Augustus --<http://classics.mit.edu/Augustus/deeds.html>.
3. Pliny on the Christians – <http://www.fordham.edu/halsall/source/pliny1.html>.

Week X and XI

- **Rise of Christianity & Islam**
- **China unifies**
- **Song, Yuan, and Ming Empires**
- **Nomads & the Rise of the Mongols**

Quiz 4 & and discussion

Bullet Reading: 180-200.

Carmen Reading:

1. From *The Sunnah* -- <http://www.fordham.edu/halsall/source/sunnah-horne.html>.
2. Ibn Sina: On Medicine -- <http://www.fordham.edu/halsall/source/1020Avicenna-Medicine.html>.
3. Life of Charlemagne -- <http://www.fordham.edu/halsall/source/einhard1.html>.

Bullet Reading: 141-153, 155-156, 225-229, 270-282.

Carmen Reading:

1. The Legalist Polices of the Qin –

<http://academic.brooklyn.cuny.edu/core9/phalsall/texts/ssuma2.html>

2. Marco Polo: On the Tartars -- <http://www.fordham.edu/halsall/source/mpolo44-46.html>.

3. The Examination system during the T'ang Dynasty

Week XII and XIII – Interaction

- Western Europe Revives
- Crusades film
- Islam in Africa & India
- Africa – encounters with Europe

Bullet Reading: 232-243, 282-289

Carmen Reading:

1. Chu Yuan-Chang: *Manifesto of Accession as First Ming Emperor, 1372 C.E.*

<http://www.fordham.edu/halsall/eastasia/1372minganf.html>

Bullet Reading: 218-222, 317-334.

Carmen Reading:

1. Gregory VII: Lay Investitures Forbidden -- <http://www.fordham.edu/halsall/source/g7-reform2.html>.

2. Henry IV: Letter to Gregory VII -- <http://www.fordham.edu/halsall/source/henry4-to-g7a.html>.

3. Concordat of Worms -- <http://www.fordham.edu/halsall/source/worms1.html>.

4. Boccaccio: The Decameron- Introduction --

<http://www.fordham.edu/halsall/source/boccaccio2.html>.

5. The Alexiad (crusades)

6. The Journey of Louis VII to the East (crusades)

Bullet Reading: 300-306,

Carmen Reading:

1. Ibn Battuta, Travels in Africa

2. The Kings duty to Convert Idolaters and other selections from *Sources of Indian Tradition*

Quiz 5

Week XIV – The Maritime Revolution and its consequences

- Aztecs
- film on Inca
- European Expansion, Encounters and Sea empires [PAPER DUE AT THE BEGINNING OF CLASS]

Bullet Reading: 251-263.

Carmen Reading:

1. Hernan Cortes: Excerpt from Second letter to Charles V (1520) – <http://academic.udayton.edu/history/hst103cmn.htm>.
2. *Guns, Germs, and Steel*, Chp. 3. “Collision At Cajamarca,” pgs. 67-81.
3. An Aztec Account of the Conquest of Mexico
4. History of the Inca Empire

Bullet Reading: 348-352, Make sure that you read, “Diversity and Dominance,” on page 350.

Carmen Reading:

1. *Guns, Germs, and Steel*, chp. 19, “How Africa Became Black,” pg. 397-401.

Bullet Reading: 337-348

Carmen Reading:

1. Vasco da Gama: Round Africa to India, 1497-1498 -- <http://www.fordham.edu/halsall/mod/1497degama.html>.
2. Ferdinand Magellan’s Voyage Round the World, 1519-1522 -- <http://www.fordham.edu/halsall/mod/1519magellan.html>.

Final exam is scheduled for * from 5:30-7:18 in our assigned room.**

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: History 2651

Instructor: Dr. Amanda Respass

Summary: World History Before the Modern Age

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"> • Asynchronous lectures with option for synchronous learning. • Carmen discussion board postings.
6.3 Technologies required in the course are readily obtainable.	X			All are available free of charge through various OSU site licenses.
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 3 rd party 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			No 3 rd party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Instructions are provided.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			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: 3/11/21
- Reviewed by: Ian Anderson

Notes: This looks good!

^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.