



HISTORY 305.01E: WORLD CIVILIZATIONS TO THE 17TH CENTURY

COURSE SYLLABUS: FALL 2015



Rafaello Sanzio da Urbino (1483-1520), *Scuola di Atene (The School of Athens)*(1509-10)
Apostolic Palace, Vatican City, Italy

Instructor: Associate Professor John Howard Smith

Class Time / Location: Tuesdays & Thursdays, 2:00-3:15 p.m. / Ferguson Social Sciences 124

Office Location: Ferguson Social Sciences 117

Office Hours: Mondays & Wednesdays, 2:00-4:00 p.m.; Tuesdays, Thursdays & Fridays, 10:00 a.m.-12:00 p.m., or by appt.

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COURSE INFORMATION

Course Prerequisite/Co-requisite: HIST. 253: Reading and Writing History

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:

- John P. McKay, Patricia Buckley Ebre, Roger B. Beck, et al., *Understanding World Societies*, Vol. I, 2nd ed. Boston: Macmillan, 2015. ISBN13 978-1-319-00837-6 **UWS**
- Denis Gainty & Walter D. Ward, eds., *Sources of World Societies*, Vol. I, 2nd ed. Boston: Macmillan, 2012. ISBN13 978-1-312-56970-9 **SWS**
- Lewis M. Hopfe, Mark R. Woodward, & Brett Hendrickson, *Religions of the World*, 13th ed. Boston: Pearson, 2015 ISBN13: 978-0-13-379382-6 **RW**
- Herbert Mason, *Gilgamesh: A Verse Narrative*. Boston: Mariner Books, 2003. ISBN13 978-0-618-27564-9
- Seamus Heaney, *Beowulf: A New Verse Translation*. New York: W. W. Norton & Co., 2000. ISBN10: 0-393-32097-9
- Lady Murasaki, *The Tale of the Genji* (Dover Thrift Editions). Mineola, N.Y.: Dover Publications, 2000. ISBN13 978-0-486-41415-7

Course Description:

World History differs from traditional Western Civilization not only in its greater geographic scale but also its longer chronological scope. This course begins with the earliest human tribal organizations. Consideration of the ancient period will also include the development of cradles of civilization, the growth and decline of classical cultures, interactions among classical and nomadic peoples, and the establishment of great world religions. The study of the medieval period will include varieties of rebuilding after the collapse of classical empires, the roles played by great world religions in medieval cultures, the development of technologies of communication and transportation, and the interactions among settled and nomadic peoples. Topics considered in the early modern period include the voyages of exploration and early colonization efforts by China and Europe, and the impact of emerging globalization.

Student Learning Outcome:

Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course consists of a series of activities and assessments to assist students in achieving the outcomes/objectives for the course and instructional units/modules. Each week students will work on various combinations of readings, discussions, and research.

Participation: (100 pts., 30% of course grade)

Student Learning Outcome: Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).

Participation in class discussions is intended to allow students to talk about issues pertaining to the topics at hand concerning various aspects of world history, and will serve to inform the Instructor about how well students are absorbing course content. They will also allow students to learn and refine skills in scholarly debating, as they will be required to answer questions posed by the Instructor and by their classmates in coherent and insightful ways.

Global Connections Essay: (100 pts., 15% of course grade)

Student Learning Outcome: Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).

Each student will write an essay (8-10 pp.) concerning some aspect of the growing interconnectedness of global dynamics during the period c. 1400 to c.1600, manifested as issues, processes, trends, and systems, discussed in the last two chapters of *Understanding World Societies* and *Sources of World Societies* texts. Students will only use those two texts for this paper—no other sources.

Final Exam: (100 pts., 30% of course grade)

Student Learning Outcome: Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).

The final exam, to be administered via eCollege, will be an open-book examination wherein students will be required to write substantive analytical essays in response to two questions within a two-hour time period. Students will be required to utilize their absorption of the course content, supplemented by their use of the course texts as evidentiary support, in order to compose fulsome responses to questions that test their understanding of the development of increasingly interconnected world civilizations.

Epic Analysis: (100 pts., 25% of course grade)

Student Learning Outcome: Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).

Students will write an analytical paper (8-10 pp.) linking **two** of the three pieces of epic literature read for the class, finding a common thread of interpretation between those two epics, while also identifying aspects of each epic that is unique to the societies that produced them. The influence of religion in shaping the societal attitudes expressed in the epics should also be a major aspect of the paper. Students currently enrolled in History 253 will gain further instruction in the art of researching and writing academic essays, while students who had History 253 in the past will further refine and enhance those skills. See below for further details.

Grading

Grading will be calculated using a standard 10-point scale, with course elements weighted accordingly:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Attendance and Participation (100 pts.)	30%
Epic Analysis Paper (100 pts.)	25%
Global Connections Essay	15%
Comprehensive Final Exam (100 pts.)	30%

TECHNOLOGY REQUIREMENTS

As this course is web-enhanced through eCollege, students will require the following hardware and software:

Our campus is optimized to work in a Microsoft Windows environment. Windows XP or newer, and Internet Explorer 6.0 or newer is best.

Internet access/connection—high speed preferred (not dial-up).

Word Processor (preferably Microsoft Word 1997-2003 or newer).

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Office hours are given at the top of this syllabus, and are posted outside of my door. Arrangements can be made if a student cannot meet with me during regular office hours for consultations. Email is the most reliable method of reaching me outside of my office. Expect a reply within 24 to 48 hours, and replies will only be sent to students' LeoMail accounts. **Do not email me from your personal email account.** Students may also be able to reach me by phone during office hours, and at other times do not leave a callback number as I do not return students' phone calls.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Academic Honesty

It is the policy of the University, the History Department, and the instructor that no form of plagiarism or cheating will be tolerated. Plagiarism is defined as the deliberate use of another's work and claiming it as one's own. This means ideas as well as text, whether paraphrased or presented verbatim (word-for-word). You are neither required nor expected to come up with original ideas about, or new interpretations of, early America. It is more important for students to understand why events unfolded in the ways they did, as well as what other scholars have said and written about them, so use proper citation in papers where appropriate. **However, anyone caught cheating or plagiarizing will automatically fail the assignment in question, may summarily fail the course, and could be subject to disciplinary action by the**

University. There is an easy way to avoid such a dire fate: take pride in your work, and please take full advantage of the instructor's abundant willingness to help you at every opportunity.

Likewise, no element of the course grade is negotiable or optional, meaning that failure to take the final exam or to submit the research paper in the absence of compelling, documented circumstances **will result in automatic failure of the course.** *The instructor's evaluative judgment of tests and examinations is final, and will not be subject to revision except in cases of mathematical error.*

Class Decorum

All students must show respect toward the Instructor and the Instructor's syllabus, presentations, assignments, and point of view. Students should also respect each others' differences. Disruptive behavior will not be tolerated. If the Instructor determines that a student is not being respectful toward other students or the Instructor, or is otherwise behaving in a disruptive manner, it is the Instructor's prerogative to remove the student from the class either temporarily or permanently, as the case requires.

Please refrain from using cellphones during class. Food is not permitted in the classroom, though beverages are permitted. Eat breakfast on your own time! Noncompliance will result in deductions from the final grade to be determined at the Instructor's discretion.

Note: Failure to comply with any of the Instructor's policies will result in immediate deregistration from the course.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu
[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

Sept. 1 Virtual Introductions—No Class Meeting**Sept. 3-10 From *Homo sapiens* to *Homo civitatis***

Sept. 3: Reading and Analyzing the Past

SWS, Introduction: “Analyzing Primary Sources”

RW, Introduction and chap. 1

Sept. 8: Human Prehistory to 2500 BCE

UWS, chap. 1

SWS, chap. 1—all documents

Sept. 10: The Fertile Crescent, 3200-500 BCE

UWS, chap. 2

SWS, chap. 2—all documents

RW, chap. 10

The Epic of Gilgamesh (entire)

Sept. 15-17 Civilizations of Southern and Eastern Asia, 1200 BCE - 400 CE

Sept. 15: Indo-Aryan Society

UWS, chap. 3

SWS, chap. 3—all documents

RW, chap. 4

Sept. 17: Classical Chinese Society

UWS, chap. 4

SWS, chap. 4—all documents

RW, chap. 8

Sept. 22-24 Greek Civilization from Homer to Herodotus, 3500-100 BCE

Sept. 22: Homeric Greece

UWS, chap. 5 (pp. 116-130)

SWS, chap. 5—documents 1-2

Sept. 23: Hellenistic Greece

UWS, chap. 5 (remainder)

SWS, chap. 5—documents 3-7

Sept. 29-Oct. 1 Roman Civilization from Republic to Empire, 750 BCE – 400 CE

Sept. 29: Republican Rome

UWS, chap. 6 (pp. 146-158)

SWS, chap. 6—documents 1-4

Oct. 1: Imperial Rome

UWS, chap. 6 (remainder)

SWS, chap. 6—documents 5-7

Oct. 6-8 East Asian Societies, 221 BCE – 845 CE

Oct. 6: The Rise of Dynastic China—**No Class Meeting (Discussion on eCollege)**

UWS, chap. 7 (pp. 176-192)

SWS, chap. 7—documents 1-3, 5-7

RW, chap. 6

Oct. 8: Vietnam, Korea, and Japan
UWS, chap. 7 (remainder)
SWS, chap. 7—document 4
RW, chap. 9

Oct. 13-15 The Christian Conquest of the Roman World, 200-850

Oct. 13: First Byzantium . . .
UWS, chap. 8 (pp. 204-217)
SWS, chap. 8—documents 1-4
RW, chap. 11

Oct. 15: . . . then the Western Empire
UWS, chap. 8 (remainder)
SWS, chap. 8—documents 5-7
Beowulf (entire)

Oct. 20-22 The Islamic World, 600-1400

Oct. 20: The Rise of Islam
UWS, chap. 9 (pp. 234-251)
SWS, chap. 9—documents 1-3
RW, chap. 12

Oct. 22: Islam Triumphant
UWS, chap. 9 (remainder)
SWS, chap. 9—documents 4-6

Oct. 27-29 Africa and the Americas, 2500 BCE – 1500 CE

Oct. 27: African Societies and Kingdoms
UWS, chap. 10
SWS, chap. 10—all documents
RW, chap. 3

Oct. 29: American Civilizations
UWS, chap. 11
SWS, chap. 11—all documents
RW, chap. 2

Nov. 3-5 The Mongol Empire and the Delhi Sultanate, 300-1400

Nov. 3: The Mongol Empire—**No Class Meeting (Discussion on eCollege)**
UWS, chap. 12 (pp. 330-343)
SWS, chap. 12—documents 1-4
RW, chap. 3

Nov. 5: The Delhi Sultanate
UWS, chap. 12 (remainder)
SWS, chap. 12—documents 5-7

Nov. 10-12 Song Dynasty China and Medieval Japan, 800-1400

Nov. 10: Song Dynasty China
UWS, chap. 13 (pp. 362-377)
SWS, chap. 13—documents 3-6

Nov. 12: Medieval Japan
UWS, chap. 13 (remainder)
SWS, chap. 13—document 2
The Tale of the Genji (entire)

Nov. 17-19 Europe in the “Middle Ages,” 850-1450

Nov. 17: Out of the “Dark Ages”
UWS, chap. 14 (pp. 390-409)
SWS, chap. 14—documents 1-4

Nov. 19: High Medievalism
UWS, chap. 14 (remainder)
SWS, chap. 14—documents 5-6

Nov. 24 No Class Meeting

Epic Analysis Due (eCollege dropbox)

Nov. 26-27 Thanksgiving Break

Dec. 1-3 European Renaissance and Reformation, 1350-1600

Dec. 1: The Renaissance
UWS, chap. 15 (pp. 422-431)
SWS, chap. 15—documents 1-3

Dec. 3: The Reformation
UWS, chap. 15 (remainder)
SWS, chap. 15—documents 4-6

Dec. 8-10 An Interconnecting World, 1450-1600

Dec. 8: Voyages of Exploration—**No Class Meeting (Discussion on eCollege)**
UWS, chap. 16 (pp. 456-467)
SWS, chap. 16—documents 1-3

Dec. 10: A “Brave New World”
UWS, chap. 16 (remainder)
SWS, chap. 16—documents 4-7

Dec. 14-18 Final Examination (on eCollege)

Global Connections Essay Due Dec. 16 (submit copy to eCollege Dropbox)

PAPER PARAMETERS AND POLICIES

Format: Each paper must be composed using Microsoft Word, with a file suffix of .doc or .docx.
 Length of Epic Analysis and Global Connections Essay: 8-10 pp. each (*excluding* a cover page and bibliography). *Stiff penalties will be enforced for papers that are 7 or fewer pages in length.*

Format for Components: 1” margins all around, full justification of text, 12 pt. Times New Roman font for main text, 10 pt. Times New Roman for footnotes. See the [Style Guide](#) for greater details concerning mechanics.

Citation of Sources: Footnotes or endnotes—no MLA or APA allowed!

Concerning Turnitin

All students will be required to submit the rough and final drafts of their paper to Turnitin (www.turnitin.com), a web-based plagiarism detection program. It scours the Worldwide Web and its database of all submissions (over 135 million so far) for evidence of “lifted” material indicative of plagiarism. It generates a report that notes the percentage of material that appears in other places, and highlights all examples along with the sources from which they came.

I do not employ this service based on a prior assumption of guilt or nefariousness on the student’s part, but rather as an aid to students learning how to avoid committing overt and incidental plagiarism, and students are asked to trust me to know how to use this service wisely and without prejudice. Please see Turnitin’s FAQ page for answers to how the service works, after which you may consult with me for further information and assurances. Students must establish an account, and will need to input the course information announced by the Instructor during the first class meeting.