History 211

World History I

Fall Term, 2012

**Kathryn M Brammall** **Office Hours:**

Baldwin Hall 101E MWF 9–10:20 and F 12:30–2

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This survey of world history from the beginning of human existence through AD 1200 covers seven major areas of the world: West, South, and East Asia; Greece; Africa; Europe; and Pre-Columbian America. While you are responsible for content knowledge (where/when/what), please note that this is neither a comprehensive history of the world nor a traditional overview of world civilizations. More sophisticated than the 100-level course on world civilizations, this course is designed to hone the History major’s skills of critical thinking and broad analysis by examining political, economic, military, social, cultural, and religious interactions throughout early world history.

After the introduction, nine more units (Units 2–10) explore periods and themes of ancient through medieval civilization. For each of these nine units, a lecture series will be followed by small-group discussions of the assigned primary-source material and, where relevant, also the assigned secondary material. There will be two exams on these units. In our final unit, Unit 11, the student will demonstrate skills in writing, research, and documentation, as well as critical thinking. This unit will culminate in the production of a short synthetic paper (5–7 pages). Details on the paper assignments will be posted on Blackboard at the appropriate times.

Books:

Robert Tignor et al., *Worlds Together, Worlds Apart: A History of the World,* 3rd ed. (New York: W.W. Norton, 2011), full volume (hereafter “Tignor”); vol. 1 will work for the entirety of this section but will not be used in HIST 212 next semester.

Anne Stilman, *Grammatically Correct: The Writer’s Essential Guide to Punctuation, Spelling, Style, Usage, and Grammar,* 2nd edition, Revised and Updated (Cincinnati: Writer’s Digest Books, 2010) (hereafter “Stilman”).

Mary Lynn Rampolla, *A Pocket Guide Writing in History,* 7th ed. (Boston: Bedford/St. Martin's, 2012) (hereafter “Rampolla”).

Primary sources and other materials required for the course will be provided on Blackboard.

# *Historical Mode of Inquiry*

Both of Truman’s World History offerings have been designed to satisfy the requirements of the “historical mode of inquiry” within Truman’s Liberal Studies Program (LSP) and, therefore, have certain specified goals:

In the Historical Mode of Inquiry, students will study a broad topic or major geographic area over an extended period of time and will demonstrate competence in one or more of the following areas that characterize the study of history:

1. thinking in terms of causation, changes over time, contingency, context, and chronological frameworks;
2. drawing upon and synthesizing the content and methodologies of humanistic and social-scientific disciplines to study and interpret the past;
3. analyzing the interplay between choices made by individuals and developments undergone by societies; and
4. understanding the social and aesthetic richness of geographically and temporally different cultures.

### Intercultural Perspective

Both sections of World History are also designed to fulfill Truman’s LSP requirement for exploring intercultural connections. A sophisticated intercultural perspective is more than the observation of cultural difference or a simplistic celebration of the “exotic.” Rather, a true intercultural perspective arises from an understanding of cultural diversity and cultural interaction—the varying global, local, and personal contexts and politics of cultural diversity and cultural interaction in its diverse forms. These include, for example, ethnicity, multiculturalism, nationalism, and world systems divisions, as well as “traditional” and “changing” cultures. In other words, an intercultural perspective is one focusing on cultural processes and interaction as these occur in particular historical, environmental, social, political, and communication contexts, and as these result in both differentiation (or exclusion) and inclusion.

This section of World History will expose you to you knowledge that may help you develop:

* A greater knowledge and appreciation of cultural diversity through the study of one’s own and/or other societies.
* A critical, or self-reflective understanding of cultural process or how culture influences intercultural behavior; for example role of the individual in different cultures and the impact of one’s cultural heritage on one’s values, aspirations, outlook and appreciation of other cultures.
* A critical awareness of the political or social ends of culture and cultural diversity, or an increased knowledge of how educated persons may achieve a sense of tolerance and use their awareness to transcend (but not erase) cultural and ethnic differences.

### Critical Thinking

This section of HIST 211 is a Level 3 participant in this pilot project: the School of Social and Cultural Studies Pathways Critical Thinking Project, “School-wide Exploration of Critical Thinking Pedagogy in the LSP.” The intention is to show how Truman students involve critical thinking in their coursework. Most assignments have a critical-thinking component; along the way we will take note of these components and occasionally discuss them.

The instructor will ensure that each of these goals will be addressed by at least one component (and possibly several different aspects) of the assigned course work. The entire burden of success does not rest with the instructor, however. The historians at Truman State University require the active participation of their students in all classes because without a sufficient level of dedicated involvement the student cannot meet the goals of the LSP respecting the historical mode of inquiry and the intercultural perspective, nor can they practice those skills essentials to the major.

Instruction will be in the form of lectures, supplemented by private reading from books listed below. The lectures will focus on general concepts, explanatory narrative, and historical context. In addition, part of each week will be devoted to discussion of specific examples and may employ various tools including films, slides, music, and primary documents. Anything which “pops up” in these discussion periods is fair game for exams and, therefore, students are encouraged not to consider the presentation of slide shows or films as a reason to leave early. In order to get the most benefit out of the lectures and in-class activities, students should complete the assigned textbook reading prior to class. Because of the approach taken in this class, regular attendance and participation are crucial and excessive unexplained absence will result in a reduction in the final grade awarded.

The graded requirements include two exams during the course and a final exam at the end; two presentations on primary sources; two papers on primary sources; a 5–7 page synthetic essay due during the final week of class (and the pre-assignments for that paper); and participation, which includes argument mapping assignments and formal and informal discussions of sources and essays. Exams will be of mixed form (short-answer and essay). Instructions for the paper assignments and presentations will be distributed at the appropriate time.

This formula will compute the course grade:

Participation and small tasks 10 %

Presentations on primary sources (each 5%) 10 %

Paper on primary sources (each 5%) 10 %

Preliminary synthetic paper exercises 5 %

Synthetic paper 15 %

Exams 30 %

Final exam 20 %

The following chart shows the percentage ranges and their associated letter grades and grading philosophy:

90-100% A *generally*, in addition to “B” traits, should the highest standard or benchmark for the class, going far above and beyond the assignment; should show not only exceptional effort and thought, but also originality and comprehensive understanding of the discipline.

80-89 B *generally*, in addition to “C” traits, shows that time, effort, and most importantly thought have been put in; should go beyond the basic requirements of the assignment; polished in terms of all aspects of writing and presentation.

70-79 C *generally*, all aspects of the assignment completed correctly; no errors in spelling, punctuation, or grammar.

60-69 D *generally,* problems in completion of the assignment; spelling or grammar errors, etc.

59 or below F

Late policy:

All assignments are due in class on the dates specified and lateness will be taken into account in the assessment of grades. If it is not possible to hand an assignment in during class you should take it to the History Department office in McClain Hall or make alternate arrangements with me. **Assignments submitted more than 7 days after the deadline will be returned unmarked and a grade of 0 recorded.** Exceptions will be granted only for **reasonable** medical excuses, supported by a doctor’s certificate giving the nature of the illness and the reason for its **prolonged** interference with your work. Any special or mitigating circumstances should be brought to my attention as soon as possible and certainly before the assignment is due.

**Please also note that the failure to hand in any assignment (even if it is so late that it will automatically receive a 0) will result in a grade of F for the course.**

Exam policy:

In general, you must take the in-class examinations at the schedule times. In extreme circumstances and at the sole discretion of the professor an opportunity to make-up a missed exam may be provided.

Academic Integrity:

The Truman State University *Student Conduct Code* (8.020.01) defines the term “academic misconduct” to include: 1) cheating, defined as using or attempting to use unauthorized materials, information aids in any academic exercise; 2) fabrication, defined as falsification or invention of any information or citation in an exercise; 3) facilitating academic misconduct, defined as helping or attempting to help another in an act of academic dishonesty; and /or 4) plagiarism, defined as representing the words or ideas of another as one’s own in an academic exercise. Students caught committing an act of academic misconduct in this course will be subject to the full range of penalties, including failing the assignment and/or the course. In every case, the Dean of Student Affairs Office and the Vice President for Academic Affairs will be notified.

Additional information can be found at <http://learningtechnologies.truman.edu/AcademicIntegrity.asp> and <http://conduct.truman.edu/docs/AI%20Brochure%2009.pdf>

Two final notes:

The university is committed to making every possible effort to comply with the Americans with Disabilities Act (ADA). If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Services office (x4478) as soon as possible.

Please note that all take-home assignments **MUST** be either typed or wordprocessed. **Handwritten assignments are unacceptable and will be returned unmarked.** The only exceptions are examinations given during class time.

##### Lecture Topics and Readings

**Unit I. Introduction to world history**

24 August: Discussion of Rampolla, chap. 2

Introduction to assessment of sources and citation system

27 August: Read Tignor textbook: all prefaces and chap. 1. Try to understand the following:

* Definitions of world history
* Chronological systems (BC/AD; BCE/CE; AH; BP; Stone, Bronze, Iron Ages, etc.)
* Key terms (circa; millennium; primary literary and nonliterary sources; secondary material; tertiary material such as textbooks, encyclopedias, certain web-pages, etc.)
* Prehistoric Background: Paleolithic (what is human?); Mesolithic (agricultural “revolution”); Neolithic (definitions/criteria of emergent civilization); advent of history (definitions/criteria of history).

29 August: Continued discussion of Tignor, chap. 1, introduction of Stilman

31 August: Meet in Pickler Library 105

3 September **No Class Labor Day**

5 September Unit 2: Rivers, Cities, and First States, 4000–2000 BC

Tignor chap. 2

7 September Continued discussion of Tignor, chap. 2

Stilman, part 1, “Spelling Issues”

9 September Unit 2 primary sources;

Stilman, part 1, “Vocabulary Quirks and Challenges”

12 September Unit 3: Nomads, Territorial States, and Microsocieties, 2000–1200 BC

Tignor chap. 3

14 September Continued discussion of Tignor, chap. 3

Stilman, part 1, “Using Type Style for Effect”

Rampolla, chap. 3

17 September Unit 3 primary sources

Stilman, part 2, “Basic Sentence Structure”

19 September Unit 4: First Empires and Common Cultures in Afro-Eurasia, 1250–325 BC

Tignor chap. 4

21 September Continued discussion of Tignor, chap. 4

Stilman, part 2, “Comma”

Rampolla, chap. 7

24 September Unit 4 primary sources

Stilman, part 2, “Semicolon” and “Colon”

26 September Review and discuss paper assignments

Rampolla, chap. 4

**First Bibliography Due**

28 September **EXAM 1: Units 1-4**

1 October Unit 5: World Turns Inside Out, 1000–350 BC

Tignor chap. 5

3 October Continued discussion of Tignor, chap. 5

Stilman, part 2, “Period,” “Question Mark,” and “Exclamation Mark”

**First Footnote Assignment Due**

5 October Unit 5 primary sources

Stilman, part 2, “Hyphen”

8 October Unit 6: Shrinking the Afro-Eurasian World, 350 BC–250 AD

Tignor chap. 6

Stilman, part 2, “Slash”

10 October Continued discussion of Tignor, chap. 6

**First Primary Source Paper due**

12 October **NO CLASS; Midterm Break**

15 October Unit 6 primary sources

Stilman, part 2, “Parentheses”

**Introduce assignment of synthetic essay (due last day of class)**

17 October Unit 7: Han Dynasty China and Imperial Rome, 300 BC–300 AD

Tignor chap. 7;

19 October Continued discussion of Tignor, chap. 7

Stilman, part 2, “En Dash,” “Em Dash,” “2-Em and 3-Em Dash,” and “Brackets”

22 October Unit 7 primary sources

**Second Bibliography Due**

**24 October EXAM 2: Units 5-7**

26 October **NO CLASS**

29 October Unit 8: The Rise of Universal Religions, AD 300–600 AD

Tignor chap. 8

Stilman, part 2, “Quotation Marks” and “Ellipsis”

**Second Footnote Assignment Due**

31 October Continued discussion of Tignor, chap. 8

2 November Unit 8 primary sources

Stilman, part 2, “Apostrophe”

5 November Unit 9: New Empires and Common Cultures, 600-1000

Tignor chap. 9

7 November Continued discussion of Tignor, chap. 9

Stilman, part 3, “Agreement Between Subject and Verb” and “Parallel Structure”

9 November Unit 9 primary sources

Stilman, part 3, “Positioning of Modifiers”

12 November Unit 10: Becoming “the world,” AD 1000–1300

Tignor chap. 10

**Third Bibliography Due**

14 November Due: Issue statement for synthetic essay

Stilman, part 3, “Tense and Mood”

Review Rampolla, chap. 4 and read Rampolla, chap. 5

16 November Continued discussion of Tignor, chap. 10

Stilman, part 3, “Pronouns”

**Third Footnote Assignment Due**

**19–23 November NO CLASS; Thanksgiving Break**

26 November Unit 10 primary sources

Stilman, part 3, “Active Versus Passive Voice” and “Grammar Grab-bag”

28 November Unit 11 Synthetic essay, preparing the final essay

Stilman, part 4

30 November Workshop and discussion

**Second Primary Source Paper due**

3 December Workshop and discussion

Rampolla, chap. 6 and review of chap. 7

5 December Workshop and discussion

7 December Review for exam

**Synthetic essay due**

**FINAL EXAM: Thursday, 13 December 9:30–11:20**