

SYLLABUS

History 206: Afro-Eurasian Civilization, Religion, and Society to about 1650
Fall 2019 TR 8:00am – 9:15am MHRA 1215

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History Department Facebook page: <https://www.facebook.com/UNCGDepartmentofHistory/>

History Department Website: <https://his.uncg.edu/>

Course Description

This course surveys civilizations, religions, and societies in Europe, North Africa, and Asia from pre-history to about 1650 A.D. Our focus will be on political, economic, social, cultural, and military trends as well as significant and representative people and events.

In addition to the course textbook, we will explore supplementary books and assigned readings that allow an in-depth analysis of key figures and events. It is expected that the course will sharpen critical thinking, concise writing, and perceptive reading.

Our overall goal here is to investigate major events, people, movements, and ideas that shaped the Eurasian society before the modern period. It is also my goal to introduce you to historical thinking skills. Regardless of your major, learning history and the skills of an historian can be valuable to you at UNCG and in your future career. History is not, to the surprise of many, simply the memorization of facts and dates. Rather, history teaches us all transferable skills that apply to every major and career path. Skills that we will learn this semester include: evaluating evidence, evaluating significance, analysis of documents, and synthesizing ideas.

Course Objectives and Gen. Ed. Markers. Field: Europe. Markers: .GHP .GL .GPM.

General Education Historical Perspectives (GHP), Historical Perspectives (GPM) Student Learning Outcomes:

1. Use a historical approach to analyze and contextualize primary and secondary sources

representing divergent perspectives. (GHP 1) 2. Use evidence to interpret the past coherently, orally and/or in writing. (GHP 2)

General Education Global Perspectives (GL) Student Learning Outcomes: 1. Find, interpret, and evaluate information on diverse

cultures, polities, and/or intellectual traditions. (GN 1) 2. Describe interconnections among regions of the world. (GN 2) 3. Use

diverse cultural frames of reference and alternative perspectives to analyze issues.(GN 3). GPM – Pre-Modern Historical Perspectives.

Instructor's Objectives

1. Use contemporary film depictions of history to investigate popular views of history. 2. Foster collegiality through small group discussions of primary sources and historical thinking skills. 3. Introduce students to history and historical thinking skills including: Evaluating evidence, determining significance, and synthesizing an argument.

Teaching Methods

History 206 will be taught through a variety of methods. I will offer lecture presentations for content. Additionally, we will read primary documents, secondary materials, and watch documentaries to promote classroom discussion.

Supplemental readings will play a key role in classroom discussion throughout the semester and developing the historical thinking skills outlines in our Student Learning Outcomes. We will reserve time noted on the schedule to discuss weekly readings. We will address wide-ranging big historical questions. As such, your participation will be essential to learning in this class in order to answer our big questions.

Required Readings and Videos: The first three books listed are available as e-books through UNCG's library. Please use the links below or search them in the library webpage. You only need to purchase those from the bookstore if you prefer a physical copy. I will show you how to download them to your computer/tablet if you need assistance. However, you choose, you must have them all. You may also check them out but keep in mind that others in this class will also need to read them this semester. Both videos are available through our library as e-videos. Follow the links below and sign in with your library information to view them. I am sure that you can buy them as DVDs from somewhere if you want to, but I have not ordered them for the bookstore. I will show you how to access these if you are unclear.

BOOK: Jerry Brotton, *The Renaissance: A Very Short Introduction*, 9780192801630 <https://ebookcentral-proquest-com.libproxy.uncg.edu/lib/uncg/detail.action?docID=430697>

BOOK: Julian D. Richards, *Vikings: A Very Short Introduction*, 9780192806079 <https://ebookcentral-proquest-com.libproxy.uncg.edu/lib/uncg/detail.action?docID=422719>

BOOK: Harry Sidebottom, *Ancient Warfare: A Very Short Introduction*, 9780192804709 <https://ebookcentral-proquest-com.libproxy.uncg.edu/lib/uncg/detail.action?docID=232861>

BOOK: Miri Rubin, *The Middle Ages: A Very Short Introduction*, 9780199697298

VIDEO: *The Crusades: Crescent and the Cross* e-video link https://fod-infobase-com.libproxy.uncg.edu/p_ViewVideo.aspx?xtid=43045

VIDEO: *The Plague* e-video link https://fod-infobase-com.libproxy.uncg.edu/p_ViewVideo.aspx?xtid=47372

Assignments and Grading Breakdown:

Movie Analysis: 100 Points (GHP 1 + 3)

Students will select and watch a movie from the list that I provide you. Students will then complete a 3-4-page paper on their thoughts of the film and respond to a prompt provided by the instructor. It is important to employ what you learn in the class and readings to determine if the movie is accurate or not. You may not use one of the documentary analysis videos, those are part of a separate assignment. The following is for extra credit and is not required: You may put together a short 3-5 minute powerpoint presentation to explain your analysis to the class, see the assignment handout for more info.

Reading Reflection: 2 x 50 points each = 100 Points (GHP 1, GL 1+2)

Students will read, four books from OUP's AVSI series and write a two to three page reflection on two of them. YOU PICK one of the first two and one of the last two. In order to succeed on these reflections, you must briefly summarize the contents of the book in about a page and then reflect for one to two pages. The reflection is open ended in nature. Pick something in the book that stood out to you and explain why and how it stood out. You may also connect the book to what we learn in class. The objective of this assignment is to expose students to some contemporary historiography. You may turn this in online on Canvas or as a hard copy in class, do not email it to me. You are responsible for reading all four books even though you only write reflections on two of them. The other two will show up on both exams. For the written reflection you pick either: *Ancient Warfare* OR *The Vikings*, one of those two. AND either: *The Middle Ages* OR *The Renaissance*, one of those two. The due dates are on the schedule at the bottom.

Documentary Analysis: 2 x 50 points each = 100 Points (GHP 1, GL 1+2)

Students will watch two docu-dramas produced by the history channel (from when they actually made history programs). These are distinct from the movie analysis you are doing. Both are 90 minutes long. You will need to view them and write a two to three page reflection on each. In order to succeed on these reflections, you must briefly summarize the contents of the videos in about a page and then reflect for one to two pages. The reflection is open ended in nature. Pick something in the video that stood out to you and explain why and how it stood out. You may also connect the videos to what we learn in class. You may turn this in online on Canvas or as a hard copy in class, do not email it to me.

Working with Evidence Exercises: 25 points each x 4 = 100 points (GHP 1 + 2, GL 1, 2, +3)

Students will complete four "Working with Evidence" exercises during the semester. Each assignment will be available on our Canvas webpage. Please check the modules section under the heading "Working with Evidence," they are in PDF format. Students must answer each question at the end of the assignment in hand written or type written form to be turned in, in class, on the due date listed on the syllabus. Please note: You will only be answering the questions at the very end of each set of sources under the "doing history" section.

Mid-Term Examination: 100 Points (GHP 1 + 2, GL 1, 2, +3)

Students will complete an exam covering the first half of the course material. Questions will include short answer identifications, short essays, and book analysis for the book you did not write a reflection on. You will have multiple options to choose from on this exam. Answers will be judged on accuracy, employment of historical thinking skills, and abundance of historical information. If you have an extremely substantial and documented reason for missing the mid-term, contact me at the earliest possible time to schedule a make-up time. It is your responsibility to notify me as early as possible to schedule the make-up. Please bring a pen.

Final Examination: 100 Points (GHP 1 + 2, GL 1, 2, +3)

Students will complete an exam covering the final half of the course material. Questions will include short answer identifications short essays, and book analysis for the book you did not write a reflection on. Answers will be judged on accuracy, employment of historical thinking skills, and abundance of historical information. You will have multiple options on this exam. The final examination is not cumulative but will include important material from the mid-term as I see fit. There will be no make-up time for the final. Please bring a pen.

Attendance and General Participation: 100 points

I will pass around a daily attendance sheet that you must sign. I expect every student to attend every class session. Attendance and participation will count towards a portion of your grade. You can miss 3 class meetings before I begin deducting points from your final grade. Since the course is out of a total number of points, I will deduct 5 points from your final grade per absence beyond the third. **I do not distinguish between excused or unexcused absences.** Students are expected to attend every class, be attentive, and act in an adult manner. The correlation between class attendance and student grades is strongly related. If you absolutely have to miss a class for a serious reason, I suggest you get the class

notes from a classmate. It is your responsibility to keep up with the class notes and readings. Please raise your hand if you have a question about anything I say. We will also watch short videos and documentaries in this course. I will ask you to write a short reflection on these – the points for that will come from this category. Do not be late to class. Two latenesses will equal an absence. I will calculate your percentage at the end of the semester and that will be your attendance grade. For example, if you attend 47 out of 50 class sessions your final attendance grade will be 94%. Your participation grade will come from discussion throughout the semester. I will keep notes concerning how much participation each student achieved.

Total: 800 Points

Divide your total earned points by 800 and you will arrive at your percentage. Everyone starts this class with 800 points and receives deductions. That's how your assignments work too. Every assignment worth 25 points is what you begin with and you lose points for incorrect answers, for example. This is how I grade. It is up to you to prove to me (through evidence) that you should keep the full credit. Final grade calculations as follows:

93+ = A, 90-93 = A-, 87-89 = B+, 83-86 = B, 80-82 = B-, 77-79 = C+, 73-76 = C, 70-72 = C-, 67-69 = D+, 63-66 = D, 60-62 = D-, 59 = F

Late Work:

I will accept late work at a 10% per day, including weekends, grade reduction. For example: This class ends at 9:15am. If I don't have your assignment in my hand at that time the clock will start. This does not mean that you will earn a 9 out of 10 if you turn it in one day late, it means you will earn whatever grade you do and then I will take 10% off. If you hand me a subpar assignment and it earned 7 out of 10 points, the lateness will turn it into a 6 out of 10 and so on.

Code of proper classroom conduct

The classroom is a learning environment and requires appropriate behavior. A higher degree of maturity and consideration for others is expected of you now that you are in college. Students will NOT: 1.) talk to neighbors or whisper during class, 2.) arrive or depart as they please, 3.) eat in class, 4.) use cell phone telephones, I know when you are texting, TURN IT OFF, I can hear vibrations and so can everyone else - it's distracting and annoying. Students WILL: 1.) raise your hand if you have a question, 2.) attend to bathroom needs before or after class, 3.) eat before or after class - I'm okay with drinks. I take all of this very seriously and I expect you to take it seriously too.

I encourage, and love, questions and comments. Raise your hand during class, see me before or after class, or during my office hours.

At the first sign of trouble - come to me and I will help you. I may not know you are having problems if you don't come to me.

Academic Integrity

The best learning environment is one based on mutual respect and trust. There are no mitigating circumstances to justify academic dishonesty. If you are unclear about what constitutes academic dishonesty or plagiarism, please ask - Ignorance is no excuse. Discovery of academic dishonesty will bring stiff penalties, including a failing grade for the assignment in question and possibly a grade of F for the course. The maximum penalty at ACC for plagiarism is possible expulsion from the entire state school system, so for your own sakes, DO NOT PLAGIARIZE. Don't think you can fool me. I have been reading and writing history for many years now. You will be caught if you plagiarize. This is not a challenge; this is a plea. Don't do it, it will ruin your career as a student at UNCG.

Additional Information

I want you to succeed in this class. Please come see me if you are having trouble, or if you want to talk history! Ask questions, read often, study often. Please see me or have the OARS office contact me if you require a disability accommodation as soon as possible. For accommodations including additional test time or distraction free zones, you must register with the university's office or I will not be able to accommodate you.

The course schedule on the following page will change as circumstances dictate. Considering the breadth of material that we have to cover in a short period of time, do not be surprised if I have to revise the schedule. I will announce in class and by email if I need to make changes.

If you need to contact me outside of class, email me. I check it several times daily.

If class is cancelled for any reason - snow, hurricanes, or a sick instructor - you will be notified on your UNCG issued email address, so check it often.

Course Schedule [Assignments as assigned in bold]

Week 1 (8/20-8/22)

Course introduction, Syllabus, What is history?, Primary and secondary sources.
Early Mesopotamia, Early Egypt

Week 2 (8/27-8/29) [Working with Evidence (Canvas): Indus Valley Civilization, due 8/29 in class]

Early India, Early China, Chinese Philosophy, and Indian Religion, Israelites and Zoroastrianism

Week 3 (9/3-9/5)

Greek Civilization, Athens and Sparta, Persian Wars, Classical Greece, Northern Africa

Week 4 (9/10-9/12) [Reading Reflection: *Ancient Warfare*, due 9/12 by 8:00am if you choose this one]

Alexander, the Diadochi, and legacy in Asia/Persia

Week 5 (9/17-9/19)

Iran, Inner Asia, Indian Empire

Week 6 (9/24-9/26) [Working with Evidence (Canvas): Travelers' Tales, due 9/26 in class]

Qin Unification, Han Dynasty, Imperial China

Week 7 (10/1-10/3) [Reading Reflection: *The Vikings*, due 10/3 by 8:00am if you choose this one]

Mongolia, Japan

Week 8 (10/8-10/10) Last day to withdraw without a WF is Friday, 10/11)

Review, MID TERM EXAM 10/10

Week 9 (School Closed for Fall Break on Tuesday, Resume on 10/16 - 10/17)

The Etruscans and Rome, The Republic, The Empire

Week 10 (10/22-10/24) [Working with Evidence (Canvas): Life of the Prophet, due 10/24 in class]

The Fall of Rome, Legacy, The Byzantines, Western Europe

Week 11 (10/29-10/31 Happy Halloween) [Video Reflection: *The Crusades: Crescent and the Cross*, due 10/31 by 8:00am]

Feudalism, The Rise of Islam, The Middle East, Islam spreads to Africa, Saharan Empires

Week 12 (11/5-11/7) [Reading Reflection: *The Middle Ages*, due 11/7 by 8:00am if you choose this one]

The Crusades, Revival of Europe, Growth of Monarchies

Week 13 (11/12-11/14) [Working with Evidence (Canvas): Making of Christian Europe, due 11/14 in class]

Charlemagne, The Medieval church, Medieval European Society

Week 14 (11/19-11/21) [Video Reflection: *The Plague*, due 11/21 by 8:00am]

The Black Death, English society in the Middle Ages

Week 15 (11/26, School Closed for Thanksgiving on 11/28)

The Reformation, English Reformation

Week 16 (12/3) [Movie Analysis: due 12/3 by 8:00am] [Reading Reflection: *The Renaissance*, due 12/3 by 8:00am if you choose this one]

The Renaissance, Review for final

Final Exam on Tues. December 10th from 8:00 am – 11:00 am outlined by the University's final exam schedule in our regular classroom, please bring a pen and your brain.