

HIS 206: World History

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Required Text: Robert W. Strayer *Ways of the World. A Brief Global History with Sources* 2nd edition, vol. 1, (= S), available at UNCG Bookstore

Simply put, we are going to be trying to understand the history of the world up to about 1500. This reflects the assumptions that the world as a whole has a history (as opposed to numerous separate histories), that there are distinct *global* developments over time which are shared by or affect numerous peoples throughout the world, and that it is meaningful to view these in the broadest terms rather than as part of regional or national histories. Students should acquire a grasp of the basic patterns of human history up the early modern period. Our text, *Ways of the World. A Brief Global History with Sources*, 2nd ed., vol. 1, by Robert W. Strayer will be our primary resource, and we will be reading it closely. Lectures will provide further explanation and, at times, supplementary details, but will follow Strayer's organizational structure and interpretive approach. Occasionally internet resources add to the text and lecture material.

It is important that students read the text in the right manner. That means finding and understanding the general pattern of events and developments on a global basis before moving on to encounter specific details.. Trying to master the myriad details of human history over tens of thousands of years is futile and pointless. We are interested in mastering the broad narrative and in understanding the general themes that mark the broad narrative. To that end, pay special attention to Strayer's Big Picture Essays that start each of the three parts of the text. Here you will find his characterization of developments and conditions which mark each of the three parts of world history we will examine. Once you have the big picture, you will be able to place various details in context. To do this, it is important that you read the Big Picture Essay for each section carefully and that you don't proceed until you have a grasp of the big picture.

This course typically has two lecture sessions followed by a discussion class. In the discussion classes, in addition to addressing any problems with the reading or lecture material, we will discuss the writing assignments and the assigned questions, look at primary sources connected with the week's readings, and practice looking at historical developments from a world historical perspective.

Students will do 2-3 writing assignments for each of the three parts of the course. The assignments appear as Discussion assignments and are marked by a (W). Students must turn these in at the Discussion meeting where the assignments appear. They are to be typed, double-spaced, 1-2 pages (250-500 words) in length. Submit them to me via email

attachment, but bring a copy to Discussion meeting for which they are assigned. Failure to complete these will result in an Incomplete.

Grades will be based on performance on exams (60%) and the various writing assignments (25%) and participation in class discussion (15%). Study guides will be provided before each examination.

Attendance will be taken. It is expected that students will attend all classes, including Discussion meetings. More than two unexcused absences will result in a reduced grade.

Class Schedule/Assignments (reading assignments are to be completed by the time of the class connected with them (e.g., read S 2-20 before class on 1/16).

1/14 Orientation Read the Strayer's Preface, pages v-xi, paying particular attention to the sections entitled "The Dilemma of World History", "Organizing World History", and "Promoting Active Learning"; then read S xliii-l

1/16 Peopling the Planet S 2-20

The 2013 Undergraduate Studies "Future of Learning" Lecture: *After Learning: Education on a Hot Planet*

Dr. Ben Ramsey, UNCG Department of Religious Studies and Senior Fellow in the Warren Ashby Residential College will provide a critical analysis of the socio-economic background to the current culture of learning in American higher education. He also will discuss ways in which that learning culture needs to be re-imagined in order to provide students the knowledge, skills, and perspective necessary to meet the civilizational challenges arising from planetary climate change, rapid resource depletion, and the unsustainability of a globally structured growth economy.

**Thursday, January 17, 2013
7:00 PM- 8:00 PM in the EUC Auditorium
Refreshments following**

1/18 Discussion Geography, Climate, and Adaptation; look closely at map on pp. 16-17

1/21 No Class—Martin Luther King Holiday

1/23 Paleolithic Patterns S 20-24

1/25 Discussion Using primary sources: S xxxix-xlii, 46-59

- 1/28 Agricultural Revolution** S 24-39
- 1/30 Various societies in the Age of the Agricultural Revolution** S 39-45
- 2/2 Discussion** (W) In Chapter 1, there are 8 sections labeled in red type (they are listed in the chapter outline in the left margin on p. 11), which begin with an overview of the developments discussed in each section. There is always a sentence in each overview which states in concise fashion the main point of the section. Find and copy out that sentence in each of the first five red sections in Chapter 1; be prepared to answer questions 2-4 on p. 44.
- 2/5 Civilization: Definitions and Descriptions** S 60-71
- 2/7 Social and Political Consequences** S 71-80
- 2/9 Discussion** S 89-90; (W) write your answer to the “Seeking the Main Point” question on p. 62 (“What distinguished ‘civilizations’ from earlier Paleolithic and Neolithic societies?”); be prepared to discuss questions 1, 2, and 4 on p. 90
- 2/12 Civilizations Close Up** <http://www.harappa.com/har/har0.html>; S 80-89, 92-107
- 2/14 Discussion/Review** Be prepared to discuss question 3 on p. 90 and all study guide material
- 2/16 FIRST EXAM**
- 2/19 Second Wave Civilizations: The Big Picture** S 108-115, 260-264, 289-290
- 2/21 Second Wave Civilizations: Details** S 117-144
- 2/23 Discussion** (W) Use Strayer’s introduction to Chapter 3 to produce a definition of “empire” and to describe what common problems all the Eurasian empires of the second-wave era faced; S 146-163; be prepared to discuss questions 1 and 4 on pp. 144-145

2/26 Social Structures S 217-259

2/28 Cultural and Religious Traditions I S 165-180, 198-202

3/1 Discussion (W) Identify in Strayer's first two red sections in Chapter 4 the sentences which provide the main general point for each section. Be prepared to answer question 3 on p. 196

3/4 Cultural and Religious Traditions II S 181-197

3/6 Africa/Americas S 261-289, 292-305

3/8 Discussion (W) Provide an answer to either 1) question 4 on p. 196 or 2) question 4 on p. 291

3/18 Review Bring any questions about the study guide

[NOTE THIS EVENT: Charlotte Bunch, Founding Director and Senior Scholar, Center for Women's Global Leadership, Rutgers University

"Women's Human Rights Globally: A Retrospective 20 Years After the UN World Conferences in Vienna, Cairo, and Beijing"

Tuesday March 19, 4pm, Virginia Dare Room, Alumni House]

3/20 SECOND EXAM

3/22 Age of Accelerating Connections: Big Picture S 306-313

3/25 3rd Wave Civilizations: China S 364-367, 384-392, 404-409

3/27 Discussion (W) Answer the "Seeking the Main Point" Question posed on p. 366. Be prepared to discuss question 4 on p. 393

3/29 SPRING HOLIDAY—NO CLASS

4/1 3rd Wave Civilizations: Korea, Vietnam, Japan S 377-383, 395-403

4/3 Discussion (W) Explain what Strayer's statement on p. 365 means: "[China's] massive and powerful civilization, widely imitated by adjacent peoples, gave rise to a China-centered "world order" encompassing most of eastern Asia". Be prepared to discuss question 2 on p. 393

- 4/5 Islam I** S 410-428, 444-453
- 4/8 Islam II** S 428-441 (Note and try to answer the question posed in the “Summing Up So Far” box on p. 436)
- 4/10 Discussion** (W) Using Strayer’s discussion on pp. 436-441, answer question 3 on p. 442. Be prepared to answer questions 1, 2, and 4 on p. 442
- 4/12 European Christendom** S 462-480
- 4/15 European Christendom** S 480-497
- 4/17 Discussion** Be prepared to answer questions 1-3 on p. 497
- 4/19 Trade** S 314-363; <http://www.ess.uci.edu/~oliver/silk.html>
- 4/22 Mongols I** S 512-527
- 4/24 Mongols II** S 527-540, 542-549
- 4/26 Discussion** (W) Write an answer to question 3 on p. 541. Be prepared to answer questions 4 and 5 on p. 541
- 4/29 15th Century (East meets West)** S 552-591
- 4/30 Discussion/Review** Be prepared to answer question 3 on p. 592
- 5/3 FINAL EXAM 12-3 p.m.**