

EMPIRES OF AFRICA, ASIA AND THE AMERICAS

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HIS 207-02

Online Course

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UNC Greensboro

COURSE DESCRIPTION:

This course addresses various pre-modern empires in Africa, Asia, and the Americas. Students will analyze the cultural, political, and economic forces that shaped society in select empires. Emphasis will be placed upon examining factors that made certain empires unique and comparing common traits. We will also discuss how different empires adapted to historical change and cultural contact. Students will interpret sources and make historical arguments rooted in evidence. While the course content focuses primarily on the medieval period, students will also examine historical connections to different eras and analyze the impact of the past on the present.

STUDENT LEARNING OUTCOMES:

General Education Historical Perspectives Student Learning Outcomes:

-Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.

-Utilize evidence to interpret the past coherently, orally and in writing.

General Education Global Non-Western Perspectives Student Learning Outcomes:

-Find, interpret, and evaluate information on diverse cultures.

-Describe interconnections among cultures, polities, and intellectual traditions of the world other than Euro-American ones.

-Use diverse cultural frames of reference and alternative perspectives to analyze issues.

MEANINGFUL LEARNING:

The primary goal of any of my history courses is to create meaningful learning for the students. This course has been designed to appeal to a variety of learners through the use of various methods of teaching and assessment. Online learning presents some challenges, but also offers some unique opportunities. I encourage students to take an active role in utilizing this course to help shape their own understanding of empires and processes of historical change.

IMPORTANCE OF READING THIS SYLLABUS:

It is always important to read a course syllabus carefully, especially for online courses. You are responsible for understanding the content of this syllabus and adhering to the policies that it sets forth. In addition, there will be a syllabus and plagiarism quiz that will count for ten percent of your overall grade for the course!

REQUIRED BOOKS:

-Said Hamdun and Noel King, *Ibn Battuta in Black Africa* (Princeton: Markus Wiener Publishers, 2010) ISBN: 9781558763364.

-John W. Dardess, *Ming China, 1368-1644: A Concise History of a Resilient Empire* (Lanham, MD: Rowman and Littlefield Publishers, Inc., 2012) ISBN: 9781442204911. Also available as an e-book through UNCG library.

-David Carrasco, *The Aztecs: A Very Short Introduction* (Oxford: Oxford University Press, 2012) ISBN: 9780195379389. Also available as an e-book through UNCG library.

GRADING:

PROJECTS (10% each: two papers and one video presentation)	30%
QUIZZES (10% each)	50%
DISCUSSION BOARD (5% for each post, with each post requiring two submissions)	20%

GRADE SCALE: A=93 or above A- =90-92 B+ =87-89 B=83-86 B- =80-82
C+ =77-79 C=73-76 C- =70-72 D+ =67-69 D =63-66 D- =60-62 F= 59 or lower

READINGS:

Students should take notes on the readings, including factual information, but also noting the central arguments and points of analysis. You should also write down any reactions you have to the readings in your reading notes. Your notes will be helpful on quizzes, discussion boards, and projects. Aside from the books, readings are available on Canvas (Files) or on the internet.

EARLY SUBMISSION OF ASSIGNMENTS:

Any project or quiz can be submitted up to seven days prior to its due date. See “Discussion Board Posts” below for rules on early discussion board submissions.

LATE ASSIGNMENTS:

Late assignments will be penalized ten points (out of 100) each calendar day they are late. Any assignment that is five days late or more receives a zero. Discussion board posts cannot be turned in late. Any discussion board submissions that are late will automatically receive a score of zero.

COMMUNICATION:

“Three Before Me”: Before e-mailing me, a student should check to see if their question could be answered by 1) Reading the syllabus carefully 2) Checking Canvas for updates, including class announcements 3) Carefully reading a prompt for an assignment or the instructions for a quiz, and carefully watching course videos and viewing class slides.

That said, if a student has done their due diligence in seeking the answer to a question, I am more than happy to assist via e-mail. Students having problems understanding course content can contact me to set up a video conference. I am always up for talking about history!

Students can expect e-mail responses within 48 hours, but in almost every case my response will be much quicker. If I have not responded within 48 hours, please check your sent mail to ensure that your e-mail went through. If so, send me a follow-up e-mail.

Students should check Canvas often (3-4 times per week) for updates, including announcements and file uploads. I suggest checking grades frequently (more than once per week) to ensure that you have received credit for your work. If there is a grade concern, let me know immediately.

QUIZZES:

Quizzes should be completed through Canvas, after you have completed all prior tasks. Students can utilize any of the class materials, such as readings, notes, slides, and videos, to help them answer the questions. You may not seek answers from other students, and such an action will be considered an academic integrity violation that will be referred to the Dean of Students Office. Quizzes must be **submitted** by 5:00 P.M. on the due date.

DISCUSSION BOARD POSTS:

Discussion board posts require two separate submissions, which should be clearly labelled:

A) The student's original thoughts on the question or prompt, rooted in evidence from the readings, class slides and/or videos. B) A response to another student's post in which you analyze their statements or provide further evidence to support their initial post. You may post up to a week in advance for submission A if you have completed all the tasks (readings, slides, videos) prior. For submission B, you can post up to three days before the deadline (as that is when submission A is closed). For example, for Discussion Board #1, you can post submission 1A beginning on January 18, but no later than 5:00 P.M. on January 25. Your window for posting submission 1B would be between 5:01 P.M on January 25 and 5:00 P.M. on January 28. See the class schedule for due dates. Each submission should be 5-8 sentences. Thus, the total would be between 10-16 sentences for submissions A and B combined. **You should strictly adhere to these sentence restrictions.** Any submission under five sentences will automatically lose points. The instructor will stop reading any single submission after eight sentences.

WHAT SHOULD I WRITE IN MY POSTS? The discussion board posts are a chance for you to demonstrate that you have thought critically about the class readings, videos, and slides. Thus, you should give your thoughts on certain topics (especially controversial ones), but those thoughts should be rooted in some sort of evidence from class readings, slides, or videos. You should think carefully about what you want to say and write clearly. You should make your points as concise as possible. Posts that have grammar or spelling mistakes will lose points. Submission B should respond in a thoughtful way to another student's post and should also include specific evidence from class readings, slides, or videos. Always be respectful and never personally attack another student. However, you can challenge another student's interpretation or suggest how their interpretation might be improved. You can also agree with other students' posts but should not merely reiterate what they said. If you quote or paraphrase an author, put the author's name and the page number. Example: (Hochschild, 58).

SUBMITTING PROJECTS:

Submit projects via e-mail attachment to bwsuttel@uncg.edu no later than 5:00 P.M. by the date listed. The title of your document should be P(number of project) followed by a space and then your last name (Capitalize first letter) and your capitalized first initial.

For example: P1 SuttellB Project 2 would be: P2 SuttellB

Written documents should be typed in Microsoft Word. Let me know if this is not possible for you. Use Times New Roman, 12-point font with one-inch margins, and double-spacing. I highly recommend you submit projects a day early to allow for any technical problems, including power or internet outages. Such instances will not be accepted as excuses for late submissions. I also recommend you save your work repeatedly in different formats. A computer crash or lost zip-drive or similar occurrences will not be accepted as excuses for late submissions.

-The papers require you to use Chicago/Turabian style footnotes for citations. See prompts for details.

-One of the projects requires you to submit a video presentation. Details will be included in the prompt (on Canvas). Be sure to strictly adhere to the 3-5 minute presentation guideline.

-All projects must include the following statement followed by the student signature and date. For the video presentation, you may state it verbally or include the statement via e-mail.

I HAVE ABIDED BY THE UNCG *Academic Integrity Policy* ON THIS ASSIGNMENT.

Student's Signature _____ Date _____

SLIDES:

I highly suggest that you take notes from the slides. Many of the PowerPoint slides include blanks for you to fill-in. The answers for the blanks can be found in a variety of ways. Some of the answers will come from the teacher videos that I have created. Others come from course readings. In other cases, I have provided the answers on the final slide(s) of the presentation, including relevant explanations. Some of the slides have videos or other links embedded in them. If so, you should view the video or link unless otherwise noted.

VIDEOS:

You should take notes from the teacher-created videos and all other class videos. Write down factual information in your notebook, but also write your thoughts about the most significant themes. Feel free to e-mail me with questions if you are unclear on any topic, or if you would like to discuss it further.

PLAGIARISM AND ACADEMIC INTEGRITY:

Any instance of plagiarism will result in a zero for the assignment and will be referred to the Dean of Students Office for appropriate action. Any use of sources (books, documents, articles, internet sites, etc.) must be cited properly. Blatant or egregious acts of plagiarism (including copying and pasting) or cheating may result in an "F" for the course and will be referred to the Dean of Students Office. Students must view the UNCG videos on plagiarism. Students are not permitted to ask other students for answers to quiz questions. Such an action will be considered an academic integrity violation. For more information, see the University's Academic Integrity Policy at the following website: <http://sa.uncg.edu/handbook/academic-integrity-policy/>

NOTICE:

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center, 334-5440, oars.uncg.edu

PACING YOUR WORK LOAD:

This course has been designed to allow for some flexibility in the time for completion of assignments. You should complete all the tasks in order. I recommend placing a check next to each task once it is completed. You should never wait until the last minute to try to complete a lot of tasks. I have included a suggested timeline for the books. You may choose to complete the readings early, and I do not recommend that you get far behind. The same is true for any of the class videos and slides. To allow for emergencies or sicknesses, it is a good strategy to attempt to stay at least a day or two ahead of the suggested schedule.

NOTE:

The following schedule is subject to minor changes and adjustments. Students will receive notice of any changes via Announcements in Canvas.

COURSE SCHEDULE:

INTRODUCTION:

- ___ Read syllabus carefully (January 14)
- ___ View teacher video: course introduction (January 14)
- ___ View PATH Module 8: 3 videos and explanations and Academic Integrity Message at: <http://library.uncg.edu/tutorials/index.aspx?m=8> (January 15)
- ___ View teacher video: plagiarism (January 15)
- ___ **SUBMIT QUIZ 1: syllabus and plagiarism quiz by January 17**

PART I: EMPIRES OF AFRICA

Suggested reading timeline for *Ibn Battuta in Black Africa*:

- Foreword and Introduction by January 18
- East African Journey (p.15-25) by January 22 -West African Journey (p.27-75) by January 28
- Preliminary Visits to Black Africa-A Summary and Ibn Khaldun (p.99-115) by January 31

- ___ View “African Empires” (34:54) video clip (January 22)
<https://www.youtube.com/watch?v=pmWqa8yEtP8>
- ___ View teacher video: Mali Empire (January 24)
- ___ View slides: Empires of Africa (January 24)
- ___ Watch film- Desert Odyssey (Adam’s Journey Across the Sahara, pt.1, 2, 3, 4) (January 25)
- ___ Additional Reading: TBA (January 25)
- ___ **SUBMIT DISCUSSION BOARD: 1A due by January 25 at 5:00 P.M.; 1B due by January 28**
Connections to early modern era history: The Atlantic Slave Trade
- ___ View slides: African Coast/Slave Trade (January 30)
- ___ View Teacher Videos: Slave Trade 1, 2 (January 30)
- ___ Read: Introductory Essays from www.slavevoyages.org

- ___ Reminder: Finish readings from *Ibn Battuta in Black Africa* by January 31
- ___ **SUBMIT QUIZ 2 by February 4 (submit by 5:00 P.M.)**
- ___ **SUBMIT PROJECT 1 via e-mail: Paper on *Ibn Battuta in Black Africa* by February 8**

PART II: EMPIRES OF ASIA

Suggested reading timeline for *Ming China, 1368-1644*:

- Preface and Chapter 1 (p.1-24) by Feb. 13 -Chapters 2 and 3 (p. 25-85) by February 21
- Chapters 4 and 5 (p. 87-135) by March 1

- ___ Happy Chinese New Year! (February 5): Read this short article:
<https://www.history.com/topics/holidays/chinese-new-year>
- ___ View: “Introduction to Chinese Pronunciation” Video (7:18) (February 8)
<https://www.youtube.com/watch?v=ThldFzLouK8>
- ___ View Teacher Video- Ming dynasty (February 11)
- ___ View slides: Ming China (February 12)
- ___ Additional Reading: TBA (February 15)
- ___ View Teacher Video- Khmer Civilization (February 19)
- ___ View slides- Khmer Civilization (February 20)

___ Read: “Remapping the Khmer Empire” by Nikhil Swaminathan -available through UNCG library:<http://web.a.ebscohost.com.libproxy.uncg.edu/ehost/pdfviewer/pdfviewer?vid=1&sid=ee9dd05f-c3f4-4ad2-9029-7bebeb76f566%40sdc-v-sessmgr03> (February 22)

___ Read “History of the Angkor Site” by Bruno Dagens -available through UNCG library (search for the article and then click on full text through Academic Search Complete) (Feb.25)

___ *Connections to modern world history: Mao Zedong and the Chinese Cultural Revolution*

___ View Slides: 20th Century China (February 27)

___ View teacher video: Chinese Cultural Revolution 1, 2 (February 28)

___ **SUBMIT DISCUSSION BOARD: 2A due by February 25 by 5:00 P.M.; 2B due by Feb. 28**

___ Additional Reading TBA (March 1)

___ **SUBMIT QUIZ 3 by March 12 at 5:00. P.M.**

___ **SUBMIT PROJECT 2 via e-mail by March 15**

PART III: EMPIRES OF THE AMERICAS

Suggested timeline for *The Aztecs: A Very Short Introduction*: -Preface and Chapter 1 (p.1-15) by March 22 -Chapters 2 and 3 (p. 16-60) by March 26 -Chapters 4 and 5 (p.61-91) by April 4 -Chapters 6, 7, 8 (p.92-120) by April 16

___ View slides: Mesoamerican civilizations (March 19)

___ View Teacher video: Aztecs/Mexica (March 20)

___ View slides: Cities of the pre-Columbian Americas (March 21)

___ **SUBMIT QUIZ 4 (Questions from Source Analysis and Information Literacy Assignment) by March 26**

___ View slides- Maya (March 28)

___ View Teacher Video- Maya (March 27)

___ Read: Article on Maya roads (See Canvas) (March 29)

___ View- website on Mesoamerican discoveries (See Canvas for details) (April 1)

___ View NOVA Science documentary: “Cracking the Maya Code” (1:20:30) (April 3)

___ <https://www.youtube.com/watch?v=2kZDFk808X0&t=434s>

___ Read Jared Diamond, “Maya, Khmer, and Inca” (April 5) -available through UNCG library: [file:///C:/Users/bsutt/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/Maya_Khmer_and_Inca%20\(1\).PDF](file:///C:/Users/bsutt/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/Maya_Khmer_and_Inca%20(1).PDF)

___ **SUBMIT DISCUSSION BOARD: 3A due by April 8; 3B due by April 11**

___ Additional Reading TBA (April 15)

___ *Connections to Modern World History: Colonization of the Americas and Legacy*

___ View slides: Cultures in Contact (April 17)

___ Read/View: Connecting World History to Travel (April 19)

___ View: Why History? (April 22)

___ **SUBMIT PROJECT 3 via e-mail by April 26**

___ **SUBMIT QUIZ 5 by April 29 at 5:00 P.M.**

___ **MAY 1: Final day to submit quiz 5 or Project 3 for a late grade by 11:59 P.M.**