

Spring 2020 | University of North Carolina, Greensboro  
Instructor: Mr. Anderson Rouse | Email: [arouse@uncg.edu](mailto:arouse@uncg.edu) | Office: MHRA 2110  
Office Hours: Mondays, 12:00-1:00 pm, Tuesdays and Thursdays, 5:30-6:30 pm, and by appointment

**HIS 206-02 - Topics in Premodern Western History:  
“Survey of Premodern Global History”  
Tuesdays and Thursdays, 6:30-7:45 PM  
MHRA 1214**

**Course Syllabus**

“It’s the living that chase the dead. The long bones and skulls are tumbled from their shrouds, and words like stones thrust into their rattling mouths: we edit their writings, we rewrite their lives.” – Hilary Mantel, *Wolf Hall*

**Course Description:** This course provides a broad overview of world history in the pre-modern era from early Paleolithic societies to 1500 CE. It emphasizes connection, comparison, and change across Eurasia, Africa, Oceania, and the Americas. This course pays particular attention to wide-ranging world developments - population movements, trade, and cultural exchange - and webs of connection between societies. This course also examines the origins and histories of distinctive societies and cultural traditions in Africa, Eurasia, China, South Asia, the Near East and the Western Hemisphere. Students should gain a broad and balanced understanding of the most significant social, political, and cultural developments of human societies up to the eve of the modern era. In this course, we will be exploring five main themes or ideas: interconnection and divergence, crossing borders – religions, political, and cultural – that brought the world together, transformations and conflicts, changes in world power arrangements, and the important roles that gendered roles and identities as well as environmental forces play in shaping the evolution of societies.

**Course Learning Objectives:** Upon completing HIS 206, you will be able to:

1. Explain significant political, socioeconomic, and cultural developments in early world history. (CLO 1)
2. Analyze continuity and change and explain large-scale and long-term historical developments of regional, interregional, and global scope from roughly 12,000 BCE to 1500 CE. (CLO 2)
3. Analyze ways in which human groups have come into contact and interacted with one another, including systems of communication, migration, commercial exchange, conquest, and cultural diffusion across time periods and regions in order to define enduring issues as well as large-scale or long-term developments that go beyond regional and temporal boundaries. (CLO 3)
4. Compare and contrast the development of human societies around the world. (CLO 4)

**General Education Historical Perspectives 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 Student Learning Outcomes:**

1. Find, interpret, and evaluate information on diverse cultures. (GL 1)
2. Describe interconnections among regions of the world. (Must include substantial focus on at least one culture, nation, or sub-nationality beyond Great Britain and North America). (GL 2)
3. Use diverse cultural frames of reference and alternative perspectives to analyze issues. (GL 3)

**Required Reading Materials:**

Pollard, Rosenberg, et al., *Worlds Together, Worlds Apart* (concise 2<sup>nd</sup> edition), volume 1 (W.W. Norton, 2019) (ISBN: 9780393668544)

Pollard and Rosenberg, *Worlds Together, Worlds Apart: A Companion Reader* (third edition), volume 1 (W.W. Norton, 2019) (ISBN: 9780393668766)

Standage, *An Edible History of Humanity* (Bloomsbury USA, 2010) (ISBN: 978-0802719911)

You are **required** to obtain these required books – by purchasing them from the UNCG Bookstore or another retailer or borrowing it – for this course. Other course materials will be posted to Canvas.

**Evaluation and Assessment:**

The class will be graded based on student performance in six (6) categories:

**Terms and Concepts Quizzes: 20% of final grade**

Students will complete 11 online reading quizzes throughout the course of the semester. These quizzes will assess students' comprehension of the reading material, and their familiarity with key terms and concepts. Assesses CLO 1 and CLO 3

**Document Analysis Activities: 30% of final grade**

Students will complete 3 document analysis activities. Throughout the semester, students will analyze collections of primary source documents, available in *Worlds Together, Worlds Apart*. These activities will allow student to practice and demonstrate their ability to use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives, as well as to develop their information literacy skills. Assesses GHP 1, GHP 2, and GL 2.

**Midterm and Final Examinations: 30% of final grade**

Students will complete two exams covering the course material. Questions will include short answer identifications, short essays, and primary source analysis. 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. There will be no make-up time for the final. Assesses GL 1, GL 3, GHP 1, and CLO's 2 & 4.

### **Attendance and Participation: 20% of final grade**

See attendance policy below. Attendance is required. Do not be late to class. Two lates will equal an absence. Four absences will be excused at the end of the semester. Students will be assessed on their engagement, attention, and participation in class. Cell phone usage, excessive talking, and inattention in general will negatively impact your grade for participation and asking and answering questions and providing useful comments will help your grade for participation.

### **Course Policies and Resources:**

- **Class Attendance**

I will take attendance at the end of each class. I expect every student to attend every class session. Attendance and participation will count towards a portion of your grade. You can miss 4 class meetings (or two weeks, or an 8<sup>th</sup> of the semester) before I begin deducting points from your final grade. **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.

- **Late Policy:**

It is important to hand in assignments on time, both for this class and as practice for the professional world. For every day that a paper is late, I will deduct 10% from the total grade. If you know of any reason in advance that you will not be able to hand in an assignment on time, please inform the instructor.

- **Quizzes:**

You will not be able to make up quizzes after the day they are assigned. If you know that you, for whatever reason, will be unable to take the quiz on the due date, you should take the quiz ahead of time. **I will drop the lowest two (2) quiz grades at the end of the semester.**

- **Digital Devices:**

Laptop computers and other devices for viewing documents and taking notes are permitted, but only for those purposes. If you choose to use these devices to work on assignments for other classes, or to distract yourself or others during class, you will be counted absent. **Cell phone use is not permitted.** If you choose to use a cell phone, you will be counted absent. Additionally, headphones or earbuds are also not allowed, and you will be counted absent if you choose to use them in class.

- **Academic Accommodations**

The University of North Carolina at Greensboro respects and welcomes students of all backgrounds and abilities. If you feel you will encounter any barriers to full participation in this

course due to the impact of a disability, please contact the Office of Accessibility Resources and Services (OARS). The OARS staff can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can learn more about OARS by visiting their website at <https://ods.uncg.edu/> or by calling 336-334-5440 or visiting them in Suite 215, EUC.

- **Health and Wellness**

Your health impacts your learning. Throughout your time in college, you may experience a range of health issues that can cause barriers to your learning. These might include physical ailments, illnesses, strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. Help is always available

- **Academic Support**

For assistance with writing assignments, contact the UNCG Writing Center, where staff members hold appointments both in person and via instant-messaging. The Digital Media Commons and the Digital ACT Studio in Jackson Library provide help with multimedia projects and UNCG's Speaking Center offers a great resource for building public, small-group or individual speaking skills.

- **Academic Integrity & Plagiarism**

The UNC-Greensboro community values integrity in the work of its students. To that end, you must submit work that you yourself have written. Copying the work of others and passing it off as your own (known as plagiarizing) will not be tolerated. The consequences for plagiarism can include receiving a zero for the assignment, a failing grade for the class and/or university sanctions. You should be familiar with UNCG's policy on academic integrity, available at <https://osrr.uncg.edu/academic-integrity/>.

Furthermore, for this course, you may not "self-plagiarize" – that is, all assignment submissions for this course should be original to this class, and not a resubmission of prior work. As a course policy, rather than as a university-wide policy, self-plagiarism only carries an academic penalty.

- **Syllabus Revisions**

The instructor for this course reserves the right to alter the syllabus with advance notification to students.

- **Communication**

As an instructor, I am committed to being available and accessible. My office hours are Mondays, 12-1 pm, Tuesdays and Thursdays, from 5:30-6:30 pm (the hour before our class meetings) and I am also available by appointment. When making an appointment, please make every effort to arrive at the scheduled time, and if you need to miss the appointment, please let me know as soon as possible. I am also always available by email. During the week (Monday through Friday) I will make every effort to respond to your initial inquiry within 48 hours. Students are expected to be professional and courteous in their email communications (correct grammar and spelling are always appreciated, and “please” and “thank you” truly are the “magic words”).

Consider becoming a history major! Visit the [History Department Website](#) to learn more about the department and the major, and check out the [UNCG History Department Facebook page](#) to stay up-to-date on department events, history news, and student accomplishments!

## COURSE SCHEDULE

This schedule is subject to change by the instructor.

Week	Overview	Assignments (due dates in parentheses)
WEEK 1: 01/13-01/17	Introductions; Defining and Doing History	<input type="checkbox"/> Read Jules R. Benjamin, "How Historians Work" (Canvas) <input type="checkbox"/> Read Thomas Andrews and Flannery Burke, "What Does It Mean to Think Historically?" (Canvas) <input type="checkbox"/> Complete "Lunchroom Fight" exercise (in class)
WEEK 2: 01/20-01/24	Becoming Human	<input type="checkbox"/> Read chapter 1 in <i>WTWA</i> <input type="checkbox"/> Read chapter 1 in <i>An Edible History of the World</i> <input type="checkbox"/> Terms and Concepts Quiz 1 (complete on Canvas by 01/21 @ 5 pm)
WEEK 3: 01/27-01/31	Rivers, Cities, and First States: Mesopotamia and Egypt	<input type="checkbox"/> Read chapter 2, pages 55-77 in <i>WTWA</i> <input type="checkbox"/> Read pages 58-84 in <i>WTWA: A Companion Reader</i> <input type="checkbox"/> Document Analysis Activity #1 (due on 01/31 at 11:59 pm on Canvas)
WEEK 4: 02/03-02/07	Rivers, Cities, and First States: Indus River Valley, Yellow and Yangzi River Basins	<input type="checkbox"/> Read chapter 2, pages 78-104 in <i>WTWA</i> <input type="checkbox"/> Read chapter 2 in <i>An Edible History of the World</i> <input type="checkbox"/> Terms and Concepts Quiz 2 (complete on Canvas by 02/04 @ 5 pm)
WEEK 5: 02/10-02/14	Nomads, Territorial States, and Microsocieties, 2000-1200 BCE	<input type="checkbox"/> Read chapter 3 in <i>WTWA</i> <input type="checkbox"/> Read chapter 3 in <i>An Edible History of the World</i> <input type="checkbox"/> Terms and Concepts Quiz 3 (complete on Canvas by 02/11 @ 5 pm)
WEEK 6: 02/17-02/21	First Empires and Common Cultures in Afro-Eurasia	<input type="checkbox"/> Read chapter 4 in <i>WTWA</i> <input type="checkbox"/> Read chapter 4 in <i>An Edible History of the World</i> <input type="checkbox"/> Terms and Concepts Quiz 4 (complete on Canvas by 02/11 @ 5 pm)
WEEK 7: 02/24-02/28	An "Axial Age": Socio-political Change in China, South Asia, the Mediterranean World, and the Americas	<input type="checkbox"/> Read chapter 5 in <i>WTWA</i> <input type="checkbox"/> Terms and Concepts Quiz 5 (complete on Canvas by 02/25 @ 5 pm)

		<input type="checkbox"/> Take-home Midterm (due on Canvas on 02/27 at 11:59 pm)
SPRING BREAK, MARCH 2-MARCH 6		
WEEK 8: 03/09-03/13	Shrinking the Afro-Eurasian World, 350-100 BCE	<input type="checkbox"/> Read Chapter 6 in WTWA <input type="checkbox"/> Terms and Concepts Quiz 6 (complete on Canvas by 03/10 @ 5 pm)
WEEK 9: 03/16-03/20	An Age of Empires: Han Dynasty China, 300 BCE-300 CE	<input type="checkbox"/> Read Chapter 7, pages 297-311 in WTWA <input type="checkbox"/> Read pages 194-223 in WTWA: A Companion Reader <input type="checkbox"/> Document Analysis Activity #2 (due on Canvas by 03/19 at 11:59 pm)
WEEK 10: 03/23-03/27	An Age of Empires: Imperial Rome, 300 BCE-300 CE	<input type="checkbox"/> Read Chapter 7, pages 312-342 in WTWA <input type="checkbox"/> Terms and Concepts Quiz 7 (complete on Canvas by 03/24 @ 5 pm)
WEEK 11: 03/30-04/03	The Rise of Universalizing Religions, 300-600 CE	<input type="checkbox"/> Read Chapter 8 in WTWA <input type="checkbox"/> Terms and Concepts Quiz 8 (complete on Canvas by 03/31 @ 5 pm)
WEEK 12: 04/06-04/10	New Empires and Common Cultures, 600-1000 CE: The Origins and Spread of Islam	<input type="checkbox"/> Read Chapter 9, pages 393-411 in WTWA <input type="checkbox"/> Read pages 251-278 in WTWA: A Companion Reader <input type="checkbox"/> Document Analysis Activity #3 (due on Canvas on 04/09 at 11:59 pm)
WEEK 13: 04/13-04/17	New Empires and Common Cultures, 600-1000 CE: Tang China and Western Christendom	<input type="checkbox"/> Read Chapter 9, pages 412-442 in WTWA <input type="checkbox"/> Terms and Concepts Quiz 9 (complete on Canvas by 04/12 @ 5 pm)
WEEK 14: 04/20-04/24	Becoming "The World," 1000-1300	<input type="checkbox"/> Read Chapter 10 in WTWA <input type="checkbox"/> Terms and Concepts Quiz 10 (complete on Canvas by 04/21 @ 5 pm)
WEEK 15: 04/27-05/01	Crisis and Recovery in Afro-Eurasia, 1300-1500 <b>Last Class Day: April 28</b>	<input type="checkbox"/> Read Chapter 11 in WTWA <input type="checkbox"/> Terms and Concepts Quiz 11 (complete on Canvas by 04/28 @ 5 pm)
FINAL EXAM: May 5, 7:00-10:00 pm		
<b>**Calendar is Subject to Change by Instructor**</b>		

