

SYLLABUS

History 206: Afro-Eurasian Civilization, Religion, and Society to about 1500

Spring 2021 Online, January 19 – April 28

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Course Description

This course surveys civilizations, religions, and societies around the globe from pre-history to about 1500 A.D. Our focus will be on political, economic, social, cultural, and military trends as well as significant and representative people and events. We will follow this time period through three “big picture” units. Our course textbook divided this timeframe so that we get the so-called “big picture” in these time periods.

In addition to the course textbook, we will watch youtube videos from the Crash Course series and other online programs. It is expected that the course will sharpen critical thinking, concise writing, and perceptive reading. This is an online class and we will make heavy use of Canvas, Youtube, and other online resources.

I made this class very self driven, outside of the fixed due dates, much of it is up to your own pace. You are the masters of your own skills and you know how long you need to complete assignments. I will make every attempt to respond as soon as I can to every email. Please plan your time to complete assignments according to your schedule. Please do not wait until the last minute to do your readings, watch videos, and complete assignments this semester!

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. (GL 1)
2. Describe interconnections among regions of the world. (GL 2)
3. Use diverse cultural frames of reference and alternative perspectives to analyze issues. (GL 3)

Teaching Methods

History 206 will be taught through a variety of methods. There will be lecture presentations through Canvas, PowerPoint, and YouTube. Most importantly will be to read the textbook and watch the linked videos from YouTube. Additionally, we will read primary documents, secondary materials, and watch documentaries to promote online discussion.

Follow along closely with the syllabus schedule and keep up with the readings and videos.

With the rapid pace of this summer course, I will not be able to extend any deadlines. You must be committed to learning history very quickly in this course. I expect that everyone should be able to handle the work load. Always follow the course schedule below to keep up with class assignments, readings, videos, and due dates. You may email me with any questions at any time.

Required Readings:

BOOK: *Ways of the World: A Brief Global History with Sources*, volume 1, Fourth edition. By Robert Strayer and Eric Nelson. ISBN: 9781319109752. There is only one required reading for this course. *Ways of the World* is available from the university bookstore. You must have this book! Electronic or physical copies are fine as long as you can read it. If you choose to buy the book from elsewhere, be aware that if you select an older edition, the page numbers will not match up and there are assignments you will not be able to complete. It is important that you have the correct edition. Also, make sure it is volume 1, do not buy volume 2 by mistake. There is a combined volume if you wish to have both. There are books that look super similar to our required one. Email me to verify it first if you need to.

Assignments and Grading Breakdown:

All work will be submitted on our canvas page. You can find every assignment in the module/part that it is associated with. The list here is for your overall information. Please consult the schedule at the bottom of this syllabus and the module section on canvas for the actual assignments.

Short answer, Map, and Reading Quizzes: 101 Points (GHP 1) (GHP 2) (GL 1) (GL 3)

Complete the short answer, map, and reading quizzes on canvas. All are timed. There is plenty of time on each to sit down and do each one all at one. Each is timed between one and two hours.

Chapter Quizzes: 171 Points (GHP 2) (GL 1)

Complete the multiple choice chapter quizzes on canvas. All quizzes are timed. There is plenty of time on each to sit down and do each one all at once. Each is timed between one and two hours.

Working with Evidence Quizzes: 182 Points (GHP 1) (GL 1)

Complete the multiple choice working with evidence quizzes after each chapter on canvas. All quizzes are timed. There is plenty of time on each to sit down and do each one all at once. Each is timed between one and two hours.

Docu-Drama Analysis: 3x30 = 90 Points (GHP 1) (GL 1) (GL 2)

Students will watch three docu-drama videos produced by National Geographic, Timeline and the BBC. They are each about 90 minutes long. You must watch all three and write an analysis on each. You will need to view it and write a two to three page reflection. In order to succeed on this reflection, you must briefly summarize the contents of the video in about a page pages and then reflect for one to two pages. The reflections are 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. Answers must be typewritten in Times New Roman (or a very similar/professional font) 12 point font, double-spaced with 1-inch margins on all sides.

Tests/Examinations: 3x50 = 150 Points (GHP 2) (GL 1) (GL 2) (GL 3)

This class is divided into 3 parts (also referred to as units and modules on canvas). The beginning of each unit has an explanation of the “Big Picture” which will form the basis of the post-unit test. These will be typed tests to be sure that you understand the big picture. Answers must be typewritten in Times New Roman (or a very similar/professional font) 12 point font, double-spaced with 1-inch margins on all sides.

Participation and Discussions: 70 points for discussions, 30 points for general participation (GHP 2) (GN 3)

As this is an online class, attendance and participation is a bit different. You must participate in online discussions when appropriate. I cannot force you to log in (unfortunately) so it is up to you to keep up with your online attendance. In the first week of class, you must check in on the discussion labeled Class Introductions or I will drop you. Each part/unit/module will have an accompanying discussion forum that you will need to be active on. You MUST respond to the prompt I provide, and you MUST respond to a classmate – someone who is not me (it is worth 10 points). There are 2 parts to the discussion forum, please note that. Inevitably, several of you will not realize this and wonder why you did not earn those points – I am telling you now to that you need to write at least TWO times in each forum! There will also be video discussion forums based on the videos you will watch. You must do the same thing in each – respond to the initial prompt, then respond to a classmate – agree or disagree with their assessment, note the similar message you found in the video, some kind of interaction is what I am looking for (each discussion is worth 10 points, but you must respond two distinct times to receive any of the points). Both responses are due at the required time, please do not wait until the last possible minute to do this!

Total: 844 Points

Divide your total earned points by 844 and you will arrive at your percentage. I adhere to UNCG’s standard grading scale.

Late Work:

Typically, I do not accept late work without a penalty. However, due to the current global pandemic I am going much easier on this policy this semester with the hope you will not take advantage of me. I will deduct 10% per day per assignment of the total assignment points. That is unless you contact me to work out a solution. I will work with you to figure it out this semester but you need to let me know what’s going on.

Code of proper classroom conduct

Online etiquette, or Netiquette if I can coin a new word, is essential especially on our discussions. Please be respectful of other opinions. Please disagree if it is appropriate but do it in a respectful manner. I reserve the right to give any student a 0 for an assignment if I feel that you have breached the code of polite academic netiquette.

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 UNCG 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. Beyond my own eye, I use Turnitin software to check. If I don't catch it, Turnitin will. 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 am so tired of hearing “the new normal” and “in these times...” as I suspect you are. But, I hope all of us and our loved ones stay healthy this term but if something unthinkable happens to you, a boyfriend, girlfriend, spouse, parent, sibling, grandparent, close friend, roommate, teammate, etc... I am going to work with you on it. If something happens to me or my family, I hope that you will work with me on it. We need to communicate though.

I want you to succeed in this class. Please come see me *virtually* if you are having trouble, or if you want to talk history! 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. Send me an e-mail at any time but please maintain proper decorum. Begin and end every e-mail with a proper salutation or I may ignore it. Please allow up to 48 weekday hours for a response. If I have not responded in that time, assume that I did not receive it and please try again.

Ask questions, read often, study often. If you need something and would like to meet “face-to-face,” we will arrange a ZOOM meeting. Please email me and we can set up an appointment, don't be shy.

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 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.

A note about differently abled students: If you are differently abled in any way and cannot properly use something that I have put on Canvas, contact me and I will work with you and our disability office to fix the situation. You must register any disability with the OARs office on campus for me to be able to accommodate it.

Course Schedule This course is divided into three parts/units/modules linked to the textbook. There are due dates associated with the assignments noted below but the pace you choose for yourself is largely up to you. You may turn in everything in the first week if you choose to work that quickly. I ask only that you complete everything by its due date! All page numbers follow the title you need to read and correspond to the 4th edition of *Ways of the World*. ALL DUE DATES are fixed and are on Canvas! I offered a *suggested* timeline for each part/unit/module, if you work faster than that, great, but please watch the due dates! The suggested timeline is there in case you want to work ahead, that's fine, but not required. Please do not wait until the last day of the unit to begin working on the assignments. It will take you longer than one day!

Part/Unit/Module 1 (Module 1 on Canvas): First Things First: Beginnings in History, to 500 B.C.E.

Suggested timeline on Part 1 – January 19 – February 22nd (Everything from this unit is due February 22nd at 11:59pm)

Read:

The Big Picture (pgs. 2-5)

Timeline (pgs. 6-7)

Chapter 1, First Peoples; First Farmers (pgs. 9-42)

Working with Evidence: The Australian Dreamtime (pgs. 44-51)

Chapter 2, First Civilizations (pgs. 53-82)

Working with Evidence: Indus Valley Civilization (pgs. 84-91)

Watch:

What is history? Instructor created video

Crash Course: The Agricultural Revolution

https://www.youtube.com/watch?v=Yocja_N5s1I&list=PLBDA2E52FB1EF80C9&index=2&t=1s

What is Goebekli Tepe, Klaus Schmidt <https://www.youtube.com/watch?v=a2CDa5zRQR0>

Birth of Civilization <https://www.youtube.com/watch?v=YaP6DUowYOM>

Crash Course Indus Valley Civilization <https://www.youtube.com/watch?v=n7ndRwqJYDM&list=PLBDA2E52FB1EF80C9&index=3&t=0s>

Crash Course Mesopotamia https://www.youtube.com/watch?v=sohXPx_XZ6Y&list=PLBDA2E52FB1EF80C9&index=4&t=8s

Crash Course Ancient Egypt <https://www.youtube.com/watch?v=Z3Wvw6BivVI&list=PLBDA2E52FB1EF80C9&index=5&t=0s>
Crash Course Chinese History <https://www.youtube.com/watch?v=yIWORYToTo4&list=PLBDA2E52FB1EF80C9&index=8&t=0s>

Assignments:

Introduction discussion forum on Canvas
Video Discussion Forum on Canvas
Debating the Timescales of History (pgs. 12-13) short answer response
Gobekli Tepe: Monumental Construction before Agriculture (pg. 25) quiz
Chapter 1 Quiz
WWE Sources 1.1, 1.2, 1.3, 1.4, 1.5 (pgs. 44-51) quiz
Caral, a City of Norte Chico (pgs. 58-59) quiz
Chapter 2 quiz
WWE Sources 2.1, 2.2, 2.3, 2.4, 2.5, (pgs. 84-89) quiz
Video Reflection Birth of Civilization <https://www.youtube.com/watch?v=YaP6DUowYOM>
The Big Picture, Part 1 Test

Part/Unit/Module 2 (Module 2 on Canvas): The Classica Era in World History, 500 B.C.E – 500 C.E.

Suggested timeline on Part 2 – February 23 – March 29 (Everything from this unit is due March 29th at 11:59pm)

Read:

The Big Picture (pgs. 92-95)
Timeline (pgs. 96-97)
Chapter 3, State and Empire in Eurasia / North Africa (pgs. 99-128)
Working with Evidence: Perceptions of Outsiders in the Ancient World (pgs. 130-139)
Chapter 4, Culture and Religion in Eurasia / North Africa (pgs. 141-175)
Working with Evidence: Representations of the Buddha (pgs. 176-185)
Chapter 5, Society and Inequality in Eurasia / North Africa (pgs. 187-213)
Working with Evidence: Pompeii as a Window on the Roman World (pgs. 215-225)
Chapter 6, Commonalities and Variations (pgs. 227-258)
Working with Evidence: Axum and the World (pgs. 260-267)

Watch:

Crash Course The Persians and the Greeks <https://www.youtube.com/watch?v=Q-mkVSasZIM&list=PLBDA2E52FB1EF80C9&index=6&t=0s>
Crash Course Buddha and Ashoka <https://www.youtube.com/watch?v=8Nn5uqE3C9w&list=PLBDA2E52FB1EF80C9&index=7&t=0s>
Crash Course Alexander the Great <https://www.youtube.com/watch?v=0LsrkWDCvvg&list=PLBDA2E52FB1EF80C9&index=9&t=0s>
Crash Course The Silk Road <https://www.youtube.com/watch?v=vfe-eNq-Qyg&list=PLBDA2E52FB1EF80C9&index=10&t=0s>
Crash Course The Roman Empire <https://www.youtube.com/watch?v=oPf27gAup9U&list=PLBDA2E52FB1EF80C9&index=11&t=0s>
Pompeii Documentary <https://www.youtube.com/watch?v=nvFIEJpuTfo&t=2381s>

Assignments:

Video Discussion Forum on Canvas
Map quiz, Alexander and Successor States (pg. 109)
Trung Trac: Resisting the Chinese Empire (pg. 116) quiz
Chapter 3 quiz
WWE Sources 3.1, 3.2, 3.3, 3.4, 3.5 (pgs. 130-137) quiz
Debating Religion and the Axial Age (pgs. 162-163) quiz
Perpetua, Christian Martyr (pgs. 168-169) quiz
Chapter 4 quiz
WWE Sources 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 (pgs. 176-183) quiz
The Spartacus Slave Revolt (pgs. 202-203) quiz
Chapter 5 quiz
WWE Sources 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 (pgs. 215-223) quiz
Map quiz, Africa in the Second Wave Era (pg. 232)
The Lord of Sipan and the Lady of Cao (pgs. 244-245) quiz

Chapter 6 quiz

Video Reflection Vesuvius Pompeii Documentary <https://www.youtube.com/watch?v=nvFIEJpuTfo&t=2381s>

The Big Picture, Part II Test

Part/Unit/Module 3: An Age of Accelerating Connections, 500 – 1500

Suggested timeline on Part 3 –March 30 – April 27(Everything from this unit is due April 27th at 11:59pm)

Read:

The Big Picture (pgs. 268-271)

Timeline (pgs. 272-273)

Chapter 7, Commerce and Culture (pgs. 275-303)

Working with Evidence: Travelers' Tales and Observations (pgs. 305-315)

Chapter 8, China and the World (pgs. 317-346)

Working with Evidence: China's Scholar Officials (pgs. 348-355)

Chapter 9, The Worlds of Islam (pgs. 357-389)

Working with Evidence: The Islamic World in the Seventh Century (pgs. 391-401)

Chapter 10, The Worlds of Christendom (pgs. 403-436)

Working with Evidence: The Remaking of Western Europe (pgs. 438-447)

Chapter 11, The Pastoral Peoples on the Global Stage (pgs. 449-479)

Working with Evidence: Perceptions of the Mongols (pgs. 481-491)

Chapter 12, The Worlds of the Fifteenth Century (pgs. 493-525)

Watch:

Crash Course Islam <https://www.youtube.com/watch?v=TpcbfxtdoI8&list=PLBDA2E52FB1EF80C9&index=14&t=0s>

Crash Course The Crusades <https://www.youtube.com/watch?v=X0zudTQelzI&list=PLBDA2E52FB1EF80C9&index=16&t=0s>

Crash Course Mansa Musa <https://www.youtube.com/watch?v=jvnU0v6hcUo&list=PLBDA2E52FB1EF80C9&index=17&t=0s>

Crash Course The Mongols <https://www.youtube.com/watch?v=szxPar0BcMo&list=PLBDA2E52FB1EF80C9&index=18&t=0s>

Crash Course Indian Ocean Trade <https://www.youtube.com/watch?v=a6XtBLDmPA0&list=PLBDA2E52FB1EF80C9&index=19&t=0s>

Crash Course Exploration <https://www.youtube.com/watch?v=NjEGncrioQ&list=PLBDA2E52FB1EF80C9&index=22&t=0s>

The Plague <https://www.youtube.com/watch?v=XgB9qPz7Mz8>

Assignments:

Video Discussion Forum on Canvas

The Arabian Camel (pgs. 296-297) quiz

Chapter 7 quiz

WWE Sources 7.1, 7.2, 7.3, 7.4, 7.5 (pgs. 305-313) quiz

Gunpowder (pgs. 322-323) quiz

Chapter 8 quiz

WWE Sources 8.1, 8.2, 8.3, 8.4, 8.5 (pgs. 348-353) quiz

Mullah Nasruddin, the Wise Fool of Islam (pgs. 372-373) quiz

Chapter 9 quiz

WWE Sources 9.1, 9.2, 9.3, 9.4, 9.5 (pgs. 391-399) quiz

Celia Penifader, an English Peasant and Unmarried Woman (pgs. 422-423) quiz

Chapter 10 quiz

WWE Sources 10.1, 10.2, 10.3, 10.4, 10.5 (pgs.438-445) quiz

The Mongol Failure: The Invasion of Japan (pgs.460-461) quiz

Debating Empire (pgs. 474-475) quiz

Chapter 11 quiz

1453 in Constantinople (pgs. 510-511) quiz

Chapter 12 quiz

Video Reflection The Plague <https://www.youtube.com/watch?v=XgB9qPz7Mz8>

The Big Picture, Part III Test

Required UNCG Syllabus Language

As UNCG returns to face-to-face course offerings in spring 2021, the campus community must recognize and address concerns about physical and emotional safety. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Wearing a face covering that covers both nose and mouth](#)
- Observing [social distance](#) in the classroom
- Engaging in proper hand washing hygiene when possible
- [Self-monitoring for symptoms of COVID-19](#)
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for maintaining appropriate social distance during class and facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seat at every class meeting and must not move furniture. Students should not eat or drink during class time.

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking and social distancing requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow these basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and social distancing requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact [OARS](#) (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

Approved by the Faculty Senate Executive Committee on July 30, 2020

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling [336-334-5874](tel:336-334-5874), visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to recovery@uncg.edu

COVID-19 Spartan Shield Video

UNCG Chancellor Frank Gilliam has challenged us to create a Culture of Care at UNCG where we all wear face coverings and social distance, less to protect ourselves but rather more to protect everyone around us. It shows that you care about the well being of everyone around you. We have created this video featuring your student body presidents to better explain how and why this is so important.

Please watch this video before the first day of classes.

<https://youtu.be/Mb58551qxEk>