



HST185 World History to 1500

Instructor: Dr. Stephen A. Pierce

Office: 201-D Maxwell

Phone: ext. 1364

Email: stephen.pierce@indwes.edu

Course Information: HST185 82A Fall 2021

Meetings Times: MWF 2:30-3:25p

Location: Maxwell Center 126

Office Hours: MWF 11a-1p or by appointment.

Course Description:

Welcome to World History to 1500! History major or not, the task of surveying all of world history, or even only half of it, is ... well, **impossible**. Since it is, we will treat this course as an *exploration*—one that will acquaint you with many of the big **questions** of world history, but one that will also begin to develop the **skills** of an historian—asking good questions, ferreting out assumptions, identifying evidence and its weaknesses, constructing good arguments, and having the empathy to see other sides to arguments with which you may not agree. These skills are valuable to professional historians and to non-historians alike. So above all, I pray that you see God's sovereign hand in His work with humanity and take as your own cry: "What is good?...to act justly and to love mercy and to walk humbly with your God." (Micah 6:8)

Student Learning Outcomes:

Students who successfully complete HST 185 will be able to

1. Demonstrate basic historical knowledge of the rise and development of various foundational civilizations and the major divisions of history, with particular emphasis on the Western tradition and its interaction with the wider world.
2. Demonstrate a growing appreciation of how the study of the past is a necessary means of interpreting the world around us.
3. Demonstrate an ability to critically assess and discuss primary sources and to use primary and secondary sources in a historical research project.
4. Demonstrate an increasing understanding of the history of Christianity within the larger context of world history, learning to ask "Christian questions" about the past. (Although we may not develop an alternate version of the facts, we may see different implications of those facts than our secular colleagues.)
5. Demonstrate an awareness how the study of history serves as a means of practicing Christian virtues such as empathy, charity and respect for "Neighbor."

Required Texts (available at the bookstore):

Peter von Sivers, Charles Desnoyers, and George Stow, *Patterns of World History*, Brief 3rd Edition. NY: Oxford, 2018.

Amin Maalouf. *The Crusades through Arab Eyes*. NY: Pantheon Books, 1984.

Brad S. Gregory, *Rebel in the Ranks: Martin Luther, the Reformation, and the Conflicts that Continue to Shape our World* (NY: Harper Collins, 2017).

Other Required Readings:

(these will be posted on Desire2Learn Brightspace and designated with "D2L")

Besides the course textbook, I will assign a number of other valuable outside readings; these will be located in a "readings" folder on Brightspace. A complete list is available if requested; see below on readings.

COURSE EXPECTATIONS: WHAT DOES THIS COURSE VALUE?

Reading:

Readings are assigned in history classes to acquaint you with the big questions historians ask and the evidence they use to answer them. Moreover, while I'm not attempting to achieve "coverage," the readings in this class do seek to give you the broadest possible exposure to the histories you may encounter in graduate school or teaching. For those reason, reading serves a very important purpose (competency) even if it's not be every person's forte. At the end of the day, history is a reading discipline. Historians read ... a lot. So I expect that each student complete each reading by the day for which it was assigned, fully understanding that this may require some strenuous effort. If you end up reading for more than 4 hours during a particular week, please see me so that I can get you some help. That being said, I have aimed **on average** for between 3 and 4 hours of reading per week at roughly a speed of 30 pages an hour (so, around 100 pages per week, though this will vary widely from week to week). I don't think this an unreasonable amount of reading for a course of this nature—course readings are selected with the nationally accepted number of hours of educationally-related activity that should be required for a 3-credit class.**

**A more detailed tabulation of course-hours for 185 is available. Should you request to see it, I'd be happy to walk you through it.

Attendance:

Despite the unusual nature of this semester, I have every confidence that you are going to attend and participate—these are expectations because, while readings give you context, classes are designed not to review readings but to give you a broader overview (or deeper comprehension) of events and trends in the course. They do not duplicate one another.

COVID-19: As you are, I'm sure, well aware, though, COVID has changed our normal operating procedure. If you cannot be in class for a certain class period, please inform me as quickly as possible. If you do so, you can reasonably expect me to accommodate your absence. Please do not come to class if you have a fever or are feeling poorly, according to CDC, Indiana, and IWU guidelines. If you cannot come to class, you are expected, as per those guidelines, to report your illness to the student clinic.

Etiquette (& Technology):

I will allow (even encourage) you to integrate technologies that work for you into the learning process —note-taking, timelining, tracking grades, etc. I will NOT permit technology, however, to interfere with your learning or your classmates'. Cell phones should be silenced, iPods put away, and laptops/iPads used only for class purposes or I reserve the right to ask you no longer to bring them to class.

This class is a place for debate and sharing ideas. As such, I welcome (indeed, expect) vigorous disagreement about a host of ideas. Belittling other's ideas, interrupting, and using sweeping generalizations about people are not appropriate forms of debating ideas and are not welcome in this class.

A Note on Email:

I make every effort to answer my email in a timely manner, and I encourage you to email me with your questions. What this means practically is that I will respond to your email in the preponderance of cases within 24 hours (always allowing for IT difficulties which are above my pay grade). When you email me, **please identify your class, section, and the nature of your request in the subject line** of your message!

Grading Scale (based on 1000 point class)

A	95-100%	946-1000	B	85-88%	846-885	C	73-78%	726-785	D	60-66%	596-665
A-	92-94%	916-945	B-	82-84%	816-845	C-	70-72%	696-725	F	59% or ↓	0-595
B+	89-91%	886-915	C+	79-81%	786-815	D+	67-69%	665-695			

What letter grades mean

- A Truly outstanding work
- B Excellent work. Meets and substantially exceeds all stated requirements.
- C Good work. Meets stated requirements. Work is presented in acceptable, readable, logical format.
- D Substandard work. Fails to meet some requirements, poorly presented.
- F Unacceptable work. Fails to meet most or even minimal requirements.

ASSESSMENT: HOW WILL EXPECTATIONS BE EVALUATED?

Assessments for this course are designed to allow you both to present knowledge and exercise a major historical skill. Grades will be assessed as follows, on a 1000 point scale.

Quizzes

150 points (15%) 17 chapter quizzes

In order to encourage you to read regularly, each time you read a chapter, you will complete an online quiz for that chapter. These quizzes assess reading understanding, not your ability to synthesize or analyze information. Each quiz counts for 10 points and the lowest TWO quiz grades will be dropped (let's face it, there will be days when you won't be able to read).

Research Project

300 points (30%): You will undertake one major research project for this class. The topic for this project is extremely flexible, but it must: a) be of interest to you; b) investigate a limited, but in depth unit of analysis; c) be globally comparative** in nature (eg. "The Effects of Bubonic Plague in Italy, the Ottoman Empire, and China"); d) include primary and secondary source analyses; e) be rigorously researched and carefully written. The purpose of the project is for you to PRACTICE what historians DO, not to produce a new piece of scholarship. So the project will include:

- 1) A project proposal (10 points)
- 2) An update on your sources, once the proposal is approved (10 points)
- 3) A set of research notes, showing your work on primary and secondary sources (30 points)
- 4) A rough draft of your paper (50)
- 5) A peer review of someone else's paper (20)
- 6) A written analysis (150 points); and
- 7) A presentation (30 pts); on the final 3 days of class, we'll BRIEFLY present our research; since they'll be brief, you'll prepare a one-page creative handout that gives your classmates an overview of your research findings.

Fuller explanations of each of these assignments will follow in weeks to come. Please do not freak out—we will talk through each of these steps

**Within reason. Comparisons can often go awry or lack evidentiary rigor. I do not encourage comparison at all times

Ref. Res.

100 points (10%) 3 Responses to *Rebel in the Ranks*

At the very end of the semester we will be reading Brad Gregory's *Rebel in the Ranks*. It is important to me that you understand the pivotal importance of this book and the Reformation, but I do not want to saddle you with another exam, so you'll be writing three 300-500 word responses to sections of the book.

Exams

450 points (40%): You will complete three exams for this course. Exams will feature a combination of multiple choice, short answer, and essay questions, and look like this:

- 1) a one-hour **midterm examination** (9 October, **150 points**)
- 2) a one-hour **Crusades examination** (26 October, **150 points**), in which you answer an essay prompt about your readings on the Crusades and Maalouf's *Crusades through Arab Eyes*
- 3) a one-hour **final examination** (23 November, **150 points**).

Schedule of Classes and Assignments

W	IN CLASS:	READING:	HOMEWORK
week 1-2	<i>Introduction: History as Discipline/History as Story</i> 3 Sep (M) "The Danger of a Single Story" / Introductions 8 Sep (W) What is history? Syllabus Review Mapping World History	9/3 Northrup, Challenge of World History 9/8 Fea, "What do Historians Do?"	*Patterns of World History is hereafter just referred to as Patterns; you should complete an online quiz for each chapter by the due date in syllabus
	10 Sep (F) Workshop: How to begin a research project	9/10: Patterns, ch. 1*	9/8 Read Syllabus thoroughly

	<i>The Great Leap Forward: Why Agriculture Matters (8000-3000 BCE)</i>		
week 3	13 Sep (M)	Why societies created agriculture: advantages & disadvantages & the danger of teleology	9/13 Patterns, ch. 2-4
	15 Sep (W)	Alternatives to Agriculture: Migration and Nomadism	9/15 Coursepack (Nomadism)
	17 Sep (F)	Innovations and the Urban Revolution	9/17 Crspck (Urbanism) 9/17 Submit Proposal
	<i>Complex Societies (3000-1200 BCE)</i>		
week 4	20 Sep (M)	Religion, Writing and the City	9/20 Crspck (Religion)
	22 Sep (W)	Urbanization and Patriarchy	9/22 Crspck (Patriarchy)
	24 Sep (F)	Independent Innovation and separate societies	9/24 Patterns, ch. 5
	<i>Antecedents to the Axial Age (1200-500 BCE)</i>		
week 5	27 Sep (M)	Early African and American Statehood	9/27 Patterns, ch. 6 9/27 Optional Workshop on Finding Sources (7pm)
	29 Sep (W)	Greece, Persia, & Rome: a political overview	9/29 Patterns, ch. 7
	1 Oct (F)	Democracy, race and culture in the classical world: heritage or handicap?	10/1 Gordon, Shackles 10/1 Submit Sources
	<i>Axial Foundations: the Cultural Legacies of Greece & India (600-27 BCE)</i>		
week 6	4 Oct (M)	Man as Rational being: Greek philosophy	10/4 Coursepack (Greek philosophy)
	6 Oct (W)	Man as Numinous being: Axial India and the transition from Hinduism to Buddhism	10/6 Patterns, ch. 8
	8 Oct (F)	NO CLASS—FALL BREAK	
	<i>Midsemester Hiatus</i>		
Wk 7	11 Oct to 16 Oct	From October 8 to 16, Dr. Pierce will be in Zambia with the IWU Nursing program. During this week I will be assigning some video activities, but you should also make an effort to use your class and homework time to work on your research notes and get caught up on course reading.	
	<i>What makes an Axial Age Axial? Discussions (200 BCE-600 CE)</i>		
week 8	18 Oct (M)	Chinese Ethical Philosophy	10/18 Coursepack (China) 10/18 Submit Research Notes
	20 Oct (W)	Tracing our Hangups: Gender and Sexuality during the Axial Age	10/20 Coursepack (Gender)
	22 Oct (R)	MIDTERM EXAMINATION	
	<i>Muhammad and Early Medieval Court Cultures (570-1000 CE)</i>		
Wk 9	25 Oct (M)	Muhammad: Understanding Islam in the Context of Late Antiquity	10/25 Coursepack (Qur'an & Mu'allaqat) 10/25 Watch "Muhammad"
	27 Oct (W)	Art, Science and Literature in the Islamic World	10/27 Patterns, ch. 10
	29 Oct (F)	The Early Medieval World through the lens of Court Culture	10/29 Patterns, ch. 11 & Coursepack (Khaldun)

week 10	<i>The Crusades as a Global Moment (1000-1300 CE)</i>		
	1 Nov (M) Monks, Clerics, and Popes: Christian Institutions & the “feel” of the Middle Ages	11/1 Watch “Inside the Medieval Mind”	
	3 Nov (W) Why do the Crusades matter? the First Crusade as a Global Moment	11/3 Maalouf, <i>Crusades</i> Part 1 & 2 (to 105)	
<i>And then from the East ... (500-1300 CE)</i>			
week 11	8 Nov (M) CRUSADES EXAM	Work on drafting your research paper: optional workshop after class 11/8	
	10 Nov (W) Buddhism and China Re(re)surgent: Song China and the Japanese imperial beginnings	11/10 Patterns 12-13	
	12 Nov (F) The Mongols	11/12 Crspck (M. Polo)	
week 12	<i>The Great Non-Western Empires of the 14th Century (1206-1492 CE)</i>		
	15 Nov (M) The Golden Age of African Statehood	11/15 Patterns, ch. 14 & Coursepack (Battuta)	11/15 Submit Draft of Research Paper
	17 Nov (W) The Maya, Inca & Aztecs	11/17 Patterns, ch. 15	
wk 13	19 Nov (F) Muslim States after the Crusades: introducing the Ottomans, Mughals, and Safavids	11/19 Patterns, ch. 16	
	22 Nov (M) The Renaissance and the New Science	11/22 Patterns, ch. 16	11/22 Submit Peer Review
24-26 Nov (W/F) NO CLASS: THANKSGIVING			
week 14	<i>New Worlds and Transformed Worlds (1500-1600 CE)</i>		
	29 Nov (M) Europe Invades the New World	11/29 Patterns, ch. 17	
	1 Dec (W) Luther’s Reformation	12/1 Rebel in the Ranks, intro & ch. 1	12/1 Ref. Response 1
week 15	3 Dec (F) Ideas Matter: a multivalent Reformation	12/3 Gregory, ch. 2-3	12/3 Ref. Response 2
	<i>Final Reflections</i>		
	6 Dec (M) Why the Reformation mattered “beyond religion”	12/6 Gregory, ch 4	12/6 Ref. Response 3
	8 Dec (W)		Final Research Paper due 12/10 by 11:59p
	10 Dec (F) Class Conference (Research Presentations)		
	13 Dec (M)		
<i>Final Exam: Tuesday, 14 December 2021, 3:00-4:50p</i>			