

HIST 201.003/9: World Civilization to 1500

Winter 2021

I. Course Overview

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| Instructor: | Jon Felt JFSB 2162 jon_felt@byu.edu | TAs: Paulee Fogleman paulee.fogleman@gmail.com MW 2-3pm |
| Section 3 Lecture: | MWF 11:00-11:50am | Deveney Reber |
| Section 9 Lecture: | MWF 12:00-12:50 at JFSB B002 | deveneyreber@gmail.com F 1-3pm |
| Office Hours: | MW 1-2 or by appointment via Zoom or at my office | Lizzy Morton lizzy.zelda@hotmail.com Th 10am-12pm |
| Zoom meeting ID: | 683-692-2681 | Lindsey Meza lindseynicole.meza@gmail.com TTh 2-3pm |
| | | TA Office: JFSB 1053 |

Course Description

This course will examine human history from the evolution of Homo sapiens to 1500 CE. It will provide a structuring outline with which students will be able to situate new historical knowledge into broader historical patterns as they encounter it later in life. It will be organized by synchronic movements that transcend individual cultures and reveal the interconnectedness of the peoples around the world. This particular section of HIST 201 will focus on three themes: 1) exchange networks, 2) organizational hierarchies, and 3) historical geography.

General Education

This course fulfills the Civilization requirement for General Education. It also satisfies the following Learning Outcomes outlined in the G.E. Foundation Document, "Civilization:"

- Demonstrate a broad general understanding of the sweep of human history and the roles of individuals, peoples, and cultures in establishing civilization as we know it
- Show a precise knowledge of human events, ideas, and accomplishments generally recognized to be formative and fundamental to the history of civilization
- Appreciate representative cultural works that have helped establish idealized relationships of humankind to the divine, to one another, and to nature—and that have attempted to define and explain beauty as necessary to the well-being of the individual soul as well as of the larger society

- Evince preparation for lifelong engagement with and appreciation of world history—and of philosophy, literature, science, or the arts

Expected Learning Outcomes

Critical Analysis: Be able to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid historical assertions.

Historical and Geographical Knowledge: Demonstrate a basic geographical knowledge of the world, and more importantly, develop the ability to discuss how geographical and environmental realities, as well as cross-regional interactions, have impacted historical development.

Historical Comparisons: Be able to identify major societies of the pre-1500 C.E. era and make historical comparisons between them, in regard to political systems, trade and economics, social structures, religious beliefs, and gender roles.

Analytical Reading: Be able to read, analyze, and discuss both primary and secondary source documents dealing with world history (pre-1500 C.E.).

Cultural Works and Values: Gain an appreciation of influential cultural works produced in a variety of pre-modern societies and through them come to a clearer understanding of the fundamental values held by past peoples—including, how they understood the natural world, what it meant to be human, and their relationship with the divine.

Analytical Writing: Improve the clarity and grace of their analytical writing.

Lifelong Learning: Recognize and be able to apply the tools necessary for a lifelong appreciation of the study of world history.

Texts and Material

Merry E. Wiesner, et al, *Discovering the Global Past: A Look at the Evidence*, Volume I: to 1650 (4nd edition).

Stephen Morillo, *Frameworks of World History: Networks, Hierarchies, and Culture*, Volume One to 1550

Ian Morris, *Why the West Rules—For Now!*

All of these readings are available at the HBLL Course Reserve office for two-hour checkout. A few additional readings will be made available through Learning Suite.

II. Assessments and Assignments

Grading

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| Participation/Quizzes | 10 |
| PSA Papers x4 | 40 |

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| Exams x4 | 50 |
| Total | 100% |

Participation/Quizzes: There will be online quizzes via Learning Suite periodically throughout the semester. These will mostly be on the assigned reading for that day. These are closed-book quizzes. There will also be a geographical quiz at the beginning of the semester, also via Learning Suite. You are encouraged to attend in-class when it is your turn and if you are well.

Exams: There will be four exams throughout the semester. Questions will be drawn from lectures and readings. Questions will be either map, fill-in-the-blank, identify a quote, or short response. The final exam will include an essay portion. Like the acquisition of knowledge, each test is cumulative, but each test will focus mostly on the new material covered since the last test. All exams will be given via Learning Suite. The exam is closed book.

Primary Source Analyses (PSA): There are thirteen primary reading assignments from *Discovering the Global Past*. Students will write two-page analytical essays on four of these primary reading assignments. Students are free to select which topic to write on, but they must select one topic from each of the four units. PSAs are due before class on the day the reading assignment is assigned and are to be turned in via Learning Suite. Use questions posed in “The Problem” section at the beginning of each *DGP* chapter as a prompt for your essay. For extra credit, students may write one extra PSA paper of his or her choice, but it must be turned in on the day that reading is assigned.

III. Class and University Policies

Coronavirus and Blended Classroom: JFSB B002 is large enough for one third of the class to attend in person while still maintaining social distancing guidelines. Everyone in the classroom is required to wear a face covering for the entire time that they are present in the class. Those without a mask will be asked to leave. For the two-thirds of the class who cannot attend in-person, classes will be streamed live via Zoom. Student attending virtually should still ask questions and participate in breakout sessions. Recordings are not provided except under exceptional circumstances (like severe health problems that might make watching Zoom at the prescribed time impossible). Students who are sick or who have been exposed to the virus must stay home and attend class virtually. If you are not sick, I encourage you to attend class in-person, which will facilitate more active learning.

Paper Specifications: All papers are due at the beginning of class on their due date. Papers will be submitted through Learning Suite. Papers should be written in Times New Roman, double-spaced, 12 size font, with 1” margins on all sides.

Late Policy: Because the topics of all written assignments will be discussed in the class period in which they are due, no late papers will receive full credit. Late papers will first receive a 20% cut in grade for the first day late, and another 20% for each additional day (including Saturday and Sunday). After five days, the paper will no longer be worth anything.

Writing Center: Written assignments will make up a significant portion of your grade for this course. All students are encouraged to take your writing to the FHSS Writing Lab for further assistance. See <https://fhsswriting.byu.edu/>.

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing & Responding to Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through

established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

IV. Class Schedule

| Unit | Date | Lecture Topic | Reading Assignment | Assign/Eval |
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| Foragers and the Transition to Agrarian Society (ca. 70k BP to 800 BCE) | 1/11 | Intro to class | | |
| | 1/13 | Geography & History | FWH xxiv-xxxiii, 3-8; WWR intro; CC 207 | |
| | 1/15 | Measuring Civilization? & Cognitive-Linguistic Revolution | WWR ch3; FWH 9-29 | Geo quiz |
| | 1/20 | Hunter-Gatherer Societies I | FWH 29-35; WWR ch 1 | |
| | 1/22 | Agrarian Revolution | FWH 36-61; WWR ch2; CC 1 | |
| | 1/25 | Warfare and States | CC 204-205 | |
| | 1/27 | The Agrarian Pyramid | FWH 62-73; CC 2-4, 201 | |
| | 1/29 | Ancient Civilizations | FWH 73-95; WWR ch4 CC 211, 222 | |
| | 2/1 | Writing, the Great Cultural Divide, Creation Myths, & Review | DGP ch2 | PSA 1.1 |
| | | 2/1 1:00 pm - 2/4 11:00 pm | | Exam 1 |
| Classical Foundations of Civilizations (ca. 800 BCE to 500 CE) | 2/3 | Axial Age I | FWH 96-129 | |
| | 2/5 | Axial Age II | DGP ch3; CC 6-7 | |
| | 2/8 | Early Empires | FWH 130-63; CC 5, 8 | |
| | 2/10 | Roman & Han Empires | WWR ch5; DGP ch4; CC 10 | PSA 2.1 |
| | 2/12 | Imperial Collapse | FWH 189-97; WWR ch6; CC 12 | |
| | 2/16 | Everyday Life in Agrarian Societies I | FWH 164-89 | |
| | 2/17 | Everyday Life in Agrarian Societies II | LS: Primary Readings | PSA 2.2 |
| | 2/19 | Networks & Hierarchies | FWH 230-61; CC 9; CC 202 | |
| | 2/22 | World Religions I | FWH 198-229; CC 11,13; DGP ch5 | PSA 2.3 |
| | 2/24 | World Religions II & Review | DGP ch11 | PSA 2.4 |
| | | 2/24 1:00 pm – 2/27 11:00 pm | | Exam 2 |
| Medieval Global Circuits (ca. 500 to 1000 CE) | 2/26 | Inner Circuit: Nomads | FWH 84-88, 262-70 | |
| | 3/1 | Inner Circuit: Hybrid Empires | FWH 270-297 | |
| | 3/3 | Outer Circuit: Indian Ocean Network | FWH 298-303, 309-14, CC 18 | |
| | 3/5 | Outer Circuit: Northern Africa | FWH 314-17; CC 16 | |
| | 3/8 | Outer Circuit: W Europe & Japan | FWH 303-308, 317-27, 381-89; DGP ch8, ch12; CC, 14, 19, 224, 227 | PSA 3.1 |

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| | 3/10 | Separate Circuit: Southern Africa & Polynesia | FWH 328-42; DGP ch6 | PSA 3.2 |
| | 3/12 | Separate Circuit: Australia & New Guinea | | |
| | 3/15 | Separate Circuit: Mesoamerica | FWH 343-349 | |
| | 3/17 | Separate Circuit: North America | FWH 352-355; DGP ch10 | PSA 3.3 |
| | 3/22 | Separate Circuit: Andean Civ & Review | FWH 349-352 | |
| | 3/24 | Separate Circuit: BoM? | LS: “Traditions of the Fathers” | |
| | | 3/24 1:00 pm – 3/27 11:00 pm | | Exam 3 |
| Colliding Circuits (ca. 1000-1500 CE) | 3/26 | Song Commercial Revolution | WWR ch7 | |
| | 3/29 | Turkish Expansion | FWH 357-371, 377-380 | |
| | 3/31 | Crusades | FWH 371-377 FWH 368-380; DGP ch7; CC 15 | PSA 4.1 |
| | 4/2 | Pax Mongolica | FWH 390-400; DGP ch9; CC 17 | PSA 4.2 |
| | 4/5 | The Little Ice Age & the Black Death | FWH 400-406; DGP ch13; CC 203, 206 | PSA 4.3 |
| | 4/7 | Imperial Recovery | FWH 406-19; CC 20 | |
| | 4/9 | Western European Renaissance | FWH 424-435 | |
| | 4/12 | Oceanic Imperialism | FWH 420-424, 433-451; DGP ch14; WWR ch8; CC 21 | PSA 4.4 |
| | 4/14 | Long-term Patterns | WWR ch9-12 | |
| | | 4/16 8:00 am - 4/21 9:00 pm | | Final Exam |

Key

FWH= *Frameworks of World History*

DGP= *Discovering the Global Past*

WWR= *Why the West Rules—For Now*

LS= Go to Learning Suite > Content > Readings > lecture title

CC= “Crash Course in World History” Youtube series

CC 2XX= “Crash Course World History 2” Youtube series