

THIS IS A SAMPLE SYLLABUS ONLY. UPDATED SYLLABI WILL BE DISTRIBUTED ON THE FIRST DAY OF CLASS AND POSTED ON THE CLASS'S WEBCT SITE; IT MAY CONTAIN MINOR CHANGES. PLEASE USE THE OFFICIAL, UPDATED SYLLABUS FOR COURSE WORK.

History 2701H: History of World Civilizations

Prof. Susan Mattern

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Office Hours: Friday 9:30-11:30, 327 Le Conte. Sign up in advance in class or use the sign-up sheet on the instructor's door (prior to 3:30 PM Thursday). You may also email for an appointment if office hours do not fit your schedule.

WebCT: HIST2701H (Mattern)

Required texts.

- **Textbook:** John McKay et al., *A History of World Societies*, Volume A (to 1500), Houghton Mifflin, 7th ed. (2007). Note: This is the only edition the publisher will allow me to order; but if you can find the 6th edition (2006) used, for example on Amazon.com, that is acceptable.
- **Sourcebook:** Alfred J. Andrea and James H. Overfield, *The Human Record: Sources of Global History*, volume I (to 1700), Houghton Mifflin, 5th ed. (2005).

On 3-day reserve at Main Library:

- Alfred J. Andrea and James H. Overfield, *Using The Human Record: Sources of Global History, Suggestions from the Editors*, 5th ed., Houghton Mifflin 2005, pp. 1-149.

Participation. Class meetings will have the following format: a) The instructor will address the textbook reading for the day (30 minutes). b) The class will break into random groups of 5 for discussion of pre-assigned study questions on the primary-source reading (10 minutes). c) Students will lead a general discussion of the primary-source reading (35 minutes; see "Assignment 1," below). Thoughtful, well-prepared participation in part c) is 20 per cent of your grade for the class. The instructor will take daily notes on students' participation. **Students must participate in every class meeting and must be prepared for discussion (i.e. have done the primary-source reading and thought about the study questions) to get a good participation grade.** Students who only attend class and do not speak will receive a failing participation grade; attendance in itself is not participation. The instructor will update participation grades with each of the four quizzes so that students know how they are doing.

Please be courteous. Raise your hand and wait to be recognized by the student leader before speaking. Discourteous speakers will receive a low participation grade. When you are leading a discussion, please give everyone a chance to speak—recognize students who have not yet spoken before those who have already done so.

Attendance policy: Inevitably some students will miss class meetings for emergency medical reasons or other reasons. Rather than differentiating between excused and unexcused absences, it is my policy that students may miss two class meetings (i.e., 1 week of class) without affecting their participation grade. If you must miss more than two classes because of extraordinary circumstances, consider seeing the Office of Student Affairs about an emergency/medical withdrawal.

I will drop students who do not attend the first two class meetings for whatever reason. I may also drop students who miss 5 or more class meetings before the mid term.

WebCT: This class depends on WebCT. I will enroll students on the website after the add-drop period for the course has ended. Students are responsible for checking the site at least once per day and for any information disseminated there.

Quizzes: There will be 4 brief (ca. 30-45 minute) ID and passage-identification quizzes.

Make-up policy: Please do not miss quizzes for any reason other than a medical emergency or other *dire* emergency. If you absolutely must miss a quiz, notify the instructor within 24 hours after the quiz and be prepared to provide documentation. The instructor will give the make-up quiz during her office hours as soon as you are able to take it. **I will not give make-up quizzes except in a documented emergency situation where I am notified within 24 hours.**

It may be difficult or impossible to reschedule a discussion session. Please make every possible effort not to miss your discussion session. I will reschedule, if possible, only in a documented emergency situation.

Assignments: For detailed instructions on leading class discussion and the group project, see the end of this syllabus.

Comportment: Please do not eat in class (drinks are OK). Please do not sleep in class; I will ask you to go home. Turn cell phones off before entering the classroom. Please arrive on time; if there is a reason why you must be late consistently (i.e. a previous class on the other side of campus), talk to the instructor. Otherwise, disrupting class with chronic lateness will affect your participation grade.

Grading:

Participation in discussion: 20%

Quizzes: 10% each (total 40%)

Leading discussion: 20%

Wikipedia project: 20%

Schedule of readings and deadlines:

Thursday, Aug. 16: Orientation. Lecture: Human origins.

Tuesday Aug. 21. Lecture: The Neolithic revolution. Textbook: Chap. 1, "Early Civilizations" (begin). Sourcebook reading: Prologue, P-1 to P-18. Workshop on interpreting primary sources.

Thursday Aug. 23. City and Civilization. Textbook: Chap. 1, "Early civilizations" (finish). Sourcebook: "The First Civilizations," pp. 5-38. Questions: a) What early ideas of government or the state do you find in the readings? b) What is a city? **Sign up to lead discussion starting Aug. 30.**

Tuesday Aug. 28. Ancient and modern myths of origin. Textbook: Chap. 2, "The Foundation of Indian Society to 300 CE." Sourcebook reading: "Newcomers," pp. 40-56; "Transcendental reality," 61-70. Questions: a) What do we really know about the Indo-Europeans? b) How and when were the sources you read composed? How should sources like Homer, *Genesis* or the *Rig Veda* be used? d) What is caste?

Thursday Aug. 30. Classical Chinese culture. Textbook: Chap. 3, "China's Classical Age." Sourcebook reading: "China: Thought in Search of Harmony," pp. 84-102.

Tuesday Sept. 4. Classical Greek culture; the spread of Greek civilization. Textbook: Chap. 4, "The Greek experience." Sourcebook reading: "Hellenic Civilization: A Rational Inquiry into Life," pp. 102-122; "The Greco-Roman World," pp. 123-127.

Thursday Sept. 6: **Quiz 1.**

Tuesday Sept. 11: **Present project topics in class.**

Thursday Sept. 13. The Roman empire and Christianity. Textbook: Chap. 5, "The World of Rome." Sourcebook reading: "The Greco-Roman World," 130-139; "The foundations of Christianity," 196-203; "Christianity and the Roman World," 203-216. Also read, in textbook: "Listening to the past: Titus Flamininus and the Liberty of the Greeks."

Tuesday Sept. 18. Empires in antiquity: a comparative approach? Textbook: Chap. 6, "East Asia and the Spread of Buddhism" (begin) Sourcebook: "Regional empires," pp. 139-170.

Thursday Sept. 20. Religions in antiquity: a comparative approach? Part I: Buddhism, Hinduism. Textbook: chap. 6, finish. Sourcebook: pp. 63-76, 171-187.

Tuesday Sept. 25. Religions in antiquity: a comparative approach? Part II: Zoroastrianism, Judaism. Textbook: Chap. 6, "East Asia and the spread of Buddhism," finish. Sourcebook: pp. 56-60, 76-83, 188-195.

Thursday Sept. 27. The origins of Europe. Textbook: chap. 7, "The making of Europe;" Chap. 12, through "Crisis and Recovery." Sourcebook: pp. 340-368. Also read in textbook "Listening to the Past: the conversion of Clovis."

Tuesday Oct. 2: **Quiz 2.**

Thursday Oct. 4. Islam. Textbook: Chap. 8, “The Islamic World.” Sourcebook: “Islam,” pp. 232-263.

Tuesday Oct. 9. Muslims and non-Muslims; the Crusades. Textbook: Chap. 12, finish. Sourcebook: “Islam and Unbelievers,” pp. 263-272; “Muslims and Franks in the Crusader States,” 318-324; “Byzantium and the West in the Age of the Crusades,” 368-379. Also read in textbook, “Listening to the Past: An Arab View of the Crusades.”

Thursday Oct. 11: **Present and discuss sources for project in class.**

Wednesday Oct. 12: Mid-point withdrawal deadline

Tuesday Oct. 16. Asia before the Mongols I: China, Tang and Song dynasties. Textbook: Chap. 11, “East Asia” (begin). Sourcebook: pp. 290-313, 419-423.

Thursday Oct. 18. Asia before the Mongols II: Japan. Textbook: Chap. 11, “East Asia” (finish). Sourcebook: pp. 275-290.

Tuesday Oct. 23. Asia before the Mongols III: India; Turks. Textbook: Chap. 10, “Central and Southern Asia,” begin. Sourcebook: pp. 314-339.

Thursday Oct. 25: FALL BREAK

Tuesday Oct. 30: **Quiz 3.**

Thursday Nov. 1. The Mongols; the nomad in history. Textbook: Chap. 10, “Central and South Asia,” finish. Sourcebook: pp. 429-436. Also read in textbook: “Listening to the Past: The Abduction of Women in the *Secret Life of the Mongols.*”

Tuesday Nov. 6. Africa before colonization. Textbook: Chap. 9, “African Societies and Kingdoms.” Sourcebook: “Africa,” 380-396.

Thursday Nov. 8. The Americas before European contact. Textbook: Chap. 13. Sourcebook: “The Americas,” pp. 397-413. Also read in textbook: “Listening to the Past: The Death of Inca Yupanque.”

Tuesday Nov. 13. Before the Age of Exploration: Trade and travel in the pre-modern world. Lecture: the Plague. Textbook: TBA. Sourcebook: pp. 437-463.

Thursday Nov. 15: **Wikipedia project progress report and problem-solving session.**

Tuesday Nov. 19: **Quiz 4.**

Thursday Nov. 21: THANKSGIVING BREAK

Tuesday Nov. 27: Presentations. **Wikipedia submissions due.**

Thursday Nov. 29: Presentations.

Assignment 1: Lead Class Discussion.

Each student will be responsible for leading one class discussion. To prepare to lead discussion, please do the following:

1. Choose a question to pursue from the primary-source reading assigned for that day. Try to choose a question that allows for discussion of more than one item from the sourcebook; but you may choose to focus on a few items instead of trying to cover everything. **Note:** The professor has placed a copy of *Using The Human Record: Sources of Global History* on three-day reserve at the Main Library. It is a good idea to consult this before you decide on your question or prepare your notes.

Have your questions ready to announce to the class in the session prior to the one you will be leading. Your questions will also be posted on WebCT. If for any reason you cannot come to the class prior to your session, email the instructor no later than 72 hours before your session meets so that I can post your question on WebCT.

2. Make sure you are familiar with the background on the authors and texts assigned for that day.

3. Choose one or two (but not more than two) names, dates or terms for identification quizzes. You may choose the name of an author.

4. Collect relevant references from the assigned primary source reading. Organize your references into groups by topic. As much as possible, make notes for the discussion as follows:

a) state your question;

b) list your topics and list references under each topic. You may quote or summarize the relevant passages, but make sure you give enough information so that a reader of your notes can follow your train of thought. Make sure to note the author and work for each reference you cite if extracts from more than one work have been assigned for that day.

c) Write a one-paragraph conclusion stating what you learned. Try to bring out what struck you as important and anything that may have surprised you.

Your notes might look something like this example from Roman history:

Question: Who did the work on Roman farms?

Slave labor

[references/quotations]

Tenant labor

[references/quotations]

Building contractors

[references/quotations]

Day labor (workers paid daily wages)

[references/quotations]

Conclusions: Roman farms did not rely only on slave labor although most had a small, permanent slave labor force. Farms were also worked by tenant farmers paying a share of the crop, and by hired migrant labor hired by the day, especially during the harvesting season. Professional builders did most of the construction on the farm. I was surprised to discover that although textbooks describe the Roman agricultural economy as a slave economy, in fact many kinds of labor are attested. Tenant farmers and migrant workers probably made up a large part of the population.

Give a hard copy *and* an electronic copy of your notes to the instructor. Notes will be posted on WebCT.

Assignment 2: Wikipedia Article

Students may work individually or in groups. If you work in a group, everyone in the group will receive the same grade on the project. Groups may wish to use an email list, Yahoo! Groups, or some other tool so as not to have to meet too often. If you like I can also create a private discussion topic for your group on WebCT.

Write a new Wikipedia article (or fill out a stub) or edit an existing article.

1. Choose a topic. Any topic from the history of the world prior to 1500 is acceptable. It is best to choose a relatively narrow topic rather than a major figure or event (such as Muhammad or the Peloponnesian War), since this will make it easier to control the scholarship. You may choose to write a new article or to edit an existing article. Present your topic to the class on **Sept. 11**: explain what you've chosen. If you are editing an existing article or filling out a stub, print the existing version for the instructor's records. If you are editing an article get ready to make important changes ("major edits"); superficial changes will not be considered fulfillment of the assignment. Editing can sometimes consist of adding a major section that is missing from the original article; but evaluate the accuracy of the sections that do exist as part of your project. Topics will be posted on WebCT.

2. Assemble the sources you'll need to write or edit the article. Because this is an encyclopedia article, you will be using mainly secondary sources (you will be summarizing received opinion, not doing original research, which requires primary sources). List the sources and present them to the class on **Oct. 11**. Use Turabian or *Chicago Manual of Style* format for your references. The library's website "Citation Style Guides" can help:

<http://www.libs.uga.edu/researchcentral/writing/guides.html>

You should list at least 5 secondary sources but *be picky* and use only the highest-quality sources you can find. Find sources specific to the topics you want to investigate; don't rely entirely on general or textbook-like sources. (Google Scholar and some of the links under "More links for help" on WebCT can help you locate journal articles, which are more specific than books.) It will take time to track down and evaluate sources so please

plan well ahead. Part of your grade on this project will be based on the quality of your scholarly sources. Your textbooks are good places to start looking for sources.

3. Prepare or edit your article. Use notes and references. Wikipedia's resource pages "Your first article," "Contributing to Wikipedia," "Starting a New Page" and "How to Edit a Page" can help (links under the "Wikipedia" icon on WebCT). You will need to set up a Wikipedia account, which is not difficult.

Check Wikipedia frequently to keep up with any changes that might be occurring with your chosen topic. If you are editing an article, you may wish to use the "in use" tag to keep your article from evolving while you are working on it. If you are working on a new article and someone else posts before you, don't panic; consult with the instructor about switching from a writing to an editing project.

4. Prepare a 5-10 minute oral presentation summarizing your article and discussing how you went about doing your research. Presentations will be made on the last two days of class. Post your article or your edited changes to Wikipedia prior to presenting it. Print out your post for the instructor. If you are editing an existing article or a stub, print out "before and after" versions and also print out the edit summary you submit to Wikipedia with your changes.

Throughout this project, please use the WebCT discussion feature (under "Communication Tools;" select topic "Wikipedia project forum") to help each other out as you run into problems. Post questions here and find out what others have done; everyone, please check this forum frequently to see if you can help. The instructor will help as a last resort, but this is supposed to be an exercise in peer problem-solving.

Only the final version of your project will be graded.