

William Paterson University      Winter 2014 Dec. 26-Jan. 14, 2014  
History Department (Atrium 210; 973-720-2319)  
HIST 1030-80: Foundations of Civilizations  
Online Course

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## Course Syllabus

**Course Description:** This course provides broad coverage of the origins of human civilizations and their development through the 13<sup>th</sup> century CE in Europe, the Middle East, Africa, Asia and the Americas. Topics include: the comparative analysis of the origins of urban societies; the rise of imperial systems; the construction of ethnic, religious and philosophical identities; and conflict, trade, and communication among pre-modern societies. Writing-intensive sections of HIST 1030 will require students to submit approximately 12 pages of formal writing, which may include a research paper, Blackboard discussion questions or writing assignments, in-class writing, and/or reading logs and journals.

**Special note for this class:** This course is fully online, and there will be no in class meetings. Students are expected to be adequately familiar with Blackboard to do all assignments and tests online.

**Course Prerequisites:** Must Pass Fresh Foundation Reading Test, or BRI 1090 Minimum Grade of D, or BRI 109 Minimum Grade of D

### Course Objectives:

- a.) To introduce students to major issues and events in global history up to the 13<sup>th</sup> century CE, such as the origins of urban societies; the rise of imperial systems; the construction of ethnic, religious, and philosophical identities; and conflict, trade, and communication among pre-modern societies.
- b.) To teach students to understand individual historical events and issues within the context of the interactions of peoples across different geographical regions up to the 13<sup>th</sup> century CE.
- c.) To enable students to ask meaningful questions about historical developments and events related to causation, significance, and continuity versus change, across a range of distinct geo-political and cultural contexts up to the 13<sup>th</sup> century CE.
- d.) To enable students to analyze and understand an array of primary sources and secondary literature drawn from diverse world cultures up to the 13<sup>th</sup> century CE by evaluating authorship, bias, context and accuracy.
- e.) To introduce students to different interpretive approaches or historiographical debates related to the understanding of events and issues in global history up to the 13<sup>th</sup> century CE.
- f.) To acquaint students with the pre-modern contexts of contemporary world issues in political, social, economic, philosophical and spiritual aspects, up to the 13<sup>th</sup> century CE.

## **Student Learning Outcomes (SLOs):**

Students will be able to:

- a.) Identify major historical issues and events in global history up to the 13<sup>th</sup> century CE, including those related to agricultural and urban development, technological “revolutions,” the origins of legal and philosophical systems, continuity and change in patterns of religious belief, and the formation and transformation of political systems and the development of particular and universal notions of individual and group “identity.” (UCC Program Outcomes 1, 3, 4, 6 & 10; UCC Area Outcome 3b1)
- b.) Demonstrate an ability to situate individual historical events and issues within the context of the global interactions of peoples across different geographical regions up to the 13<sup>th</sup> century CE. (UCC Program Outcomes: 1, 3, 5, 6, &10; UCC Area Outcomes 3b1 and 3b2)
- c.) Locate, evaluate, and apply information on diverse cultures from global and historical perspectives with an emphasis on development over time and the interdependencies among the civilizations of pre-modern world. (UCC Program Outcomes 1, 2, 3, 5, 6, 8 & 10; UCC Area Outcome 3b2 and 3b3)
- d.) Demonstrate critical and analytical skills by evaluating authorship, bias, context and accuracy in the primary evidence (written, visual and material) and secondary literature regarding several pre-modern world civilizations up to the 13<sup>th</sup> century CE. (UCC Area Outcomes 1 & 2; UCC Program Outcomes 1, 3, 5 & 9; UCC Area Outcome 3b3)
- e.) Identify different interpretive approaches or historiographical debates related to the understanding of events and issues in global history up to the 13<sup>th</sup> century CE. (UCC Program Outcomes: 1, 3, 5, 6, &10; UCC Area Outcomes: 3b1 and 3b2)
- f.) Apply knowledge of pre-modern civilizations up to the 13<sup>th</sup> century CE to the analysis and discussion of contemporary developments and trends. (UCC Program Outcomes 1, 3, 5, 6, 7, 9 & 10; UCC Area Outcomes 3b1 and 3b2)

UCC at a glance: <http://www.wpunj.edu/ucc/ucc-at-a-glance.dot>

UCC in depth: <http://www.wpunj.edu/ucc/ucc-in-depth.dot>

## **Required Readings:**

Robert Tignor, et al. *Worlds Together, Worlds Apart: A History of the World, vol. A: Beginnings to 1200*, 3<sup>rd</sup> ed. New York: W.W. Norton & Company, 2011. ISBN: 978-0-393-93497-7

**Recommended Websites: See the list on Blackboard: Web Sites.**

## **Basic Course Requirements and Policies:**

**1) Discussion forums (20% of final grade):** There will be discussion forums set up for each chapter. I will post specific questions for the students to discuss and analyze. The main purpose of the forums is to get the students involved in thoughtful engagement with historical events and trends in the early development of human societies. The questions will challenge students to think in global and cross-cultural dimensions when thinking about the evolution of civilizations. The forums will be graded primarily on the level and scope of participation. Innovative thinking is encouraged, therefore the forums will not be graded simply on whether you give a right answer or not. Students are to explore ideas, which means making mistakes or arriving at false conclusions. The forums will lead the students through a process of learning how to think, not what to think.

**2) Quizzes (40% of final grade):** A total of eight multiple choice quizzes will occur on a regular basis to test the students' grasp of ideas and concepts presented in each chapter we are covering in the textbook. The lowest quiz will be dropped, and your quiz grade will be based on the seven remaining quizzes. The quizzes will be made available on Blackboard: Chapter Quizzes. The quizzes will be made available during the days we are covering a chapter. Once you begin the quiz, you will have one hour and fifteen minutes to complete it. If you submit an uncompleted quiz by mistake, or any other problems occur while taking the quizzes, you must contact me immediately. I will determine if you deserve to retake the quiz.

**3) Writing Assignments (40% of final grade):** Students must complete two writing assignments that will be available on Blackboard: Assignments. Out of a total of four assignments, the student must choose two for grade submission. For each assignment, there will be a choice of two topics that the student can choose. Each essay will reflect a critical theme in the interaction of civilizations, which will allow the students to explore the similarities and differences of various cultures. These essays will be graded on both form and content. Students must write four to five well developed paragraphs explaining the historical and cross-cultural relevancy of the topic. The assignments will be available at the start of the Winter Session so you can work on them at your own pace. However, the assignments which are related to each specific chapter will have due dates corresponding to the completion of that chapter. All essays must be submitted online by the due date given below. Late assignments will be accepted at my discretion. All late submissions will be penalized by a ten point reduction to the grade.

**Grading Policy:** All final grades will be calculated according to the WPU grading system. Letter grades and numerical grades on a scale of 100 to 63 will be converted to the point system as follows: 4.0 = A (100-93), 3.7 = A- (92-90), 3.3 = B+ (89-87), 3.0 = B (86-83), 2.7 = B- (82-80), 2.3 = C+ (79-77), 2.0 = C (76-73), 1.7 = C- (72-70), 1.3 = D+ (69-67), 1.0 = D (66-63), 0.0 = F (62 and below). In order to receive an incomplete for this course, students must meet with me to discuss the terms and conditions for fulfilling the requirements. Without prior approval for an incomplete, students will receive a grade based on the amount of work submitted. Grades that appear in the Blackboard Gradebook are estimations of your grade. I reserve the right to adjust and override these grades as I deem necessary. All final grades are based on my assessment of your work.

## Class Schedule and Assignments

(Special note: All discussion forums will be available during the dates scheduled for each chapter.)

**12/26-12/27 Chapter 1:** Becoming Human. Focus on sections from Art and Language p. 21 to Men, Women, and Evolving Gender Relations p. 39.

**Online quiz** available from 12/26 12:01 am to 12/29 11:59 pm.

**12/28-12/30 Chapter 2:** Rivers, Cities, and First States, 4000-2000 BCE. Focus on sections from Between the Tigris and Euphrates Rivers: Mesopotamia p. 49 to Liangzhu Culture p. 75.

**Online quiz** available from 12/28 12:01 am to 12/31 11:59 pm. (Happy New Year!)

**1/2-1/3 Chapter 3:** Nomads, Territorial States, and Microsocieties, 2000-1200 BCE. Focus on sections from The Rise of Territorial States in Egypt and South West Asia p. 91 to The Development of Writing in China p. 110.

**Online quiz** available from 1/2 12:01 am to 1/5 11:59 pm.

**1/4-1/6 Chapter 4:** First Empires and Common Cultures in Afro-Eurasia, 1250-325 BCE. Focus on sections from The Neo-Assyrian Empire p. 130 to Limits and Decline of Zhou Power p. 158.

**Online quiz** available from 1/4 12:01 am to 1/6 11:59 pm.

**1/7-1/8 Chapter 5:** Worlds Turned Inside Out, 1000- 350 BCE. Focus on sections from Eastern Zhou China p. 166 to New Ideas p. 199.

**Online quiz** available from 1/7 12:01 am to 1/9 11:59 pm.

**1/9-1/10 Chapter 6:** Shrinking the Afro-Eurasian World, 350 BCE-250 CE. Focus on sections from The Emergence of a Cosmopolitan World p. 208 to The Spread of Buddhism along the Trade Routes p. 235.

**Online quiz** available from 1/9 12:01 am to 1/12 11:59 pm.

(Special note: Chapters 7 & 8 will be done simultaneously)

**1/11-1/14 Chapter 7:** Han Dynasty China and Imperial Rome, 300 BCE-300 CE. Focus on sections from The Qin Dynasty p. 244 to The Limits of Empire p. 277.

**Online quiz** available from 1/11 12:01 am to 1/14 11:59 pm.

**1/11-1/14 Chapter 8:** The Rise of Universal Religions, 300-600 CE. Focus on sections from Empires and Religious Change in Western Afro-Eurasia p. 286 to Buddhism in China p. 310.

**Online quiz** available from 1/11 12:01 am to 1/14 11:59 pm.

## Writing Assignments

(Choose two of the four to complete and submit for grading)

**Writing Assignment 1 for Chapter 2: Choose One Topic:** Primary Source-The Admonitions of Ipuwer, p. 70, or Ritual Objects in the Iranian Plateau, China, and Egypt, pp. 78-79, **available from 12/26 12:01 am to 12/29 11:59 pm.**

**Writing Assignment 2 for Chapter 4: Choose One Topic:** Primary Source-War in Homer's Iliad, p. 143, or Founding Texts-Comparing Jewish and Vedic Sources, pp. 150-151, **available from 12/26 12:01 am to 1/6 11:59 pm.**

**Writing Assignment 3 for Chapter 6: Choose One Topic:** Primary Source-Asoka's Kalinga Edict, p. 219, or The World of Periplus, p. 237, **available from 12/26 12:01 am to 1/12 11:59 pm.**

**Writing Assignment 4 for Chapter 8: Choose One Topic:** Primary Source-Eusebius: In Praise of "One Unity and Concord," p. 292, or Religious Conflict in Imperial Borderlands, p. 298, **available from 12/26 12:01 am to 1/14 11:59 pm.**