

HIST 105: Ways of Seeing the Premodern World
First Year Class with a Witt SI
Wittenberg University, Fall 2008

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“Supplemental Instruction (SI) is an academic assistance program that utilizes peer-assisted study sessions. SI sessions are regularly-scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. The sessions are facilitated by “SI leaders”, students who have previously done well in the course and who attend all class lectures, take notes, and act as model students.”

Required Texts:

Bentley and Ziegler, Traditions and Encounters (Brief edition)
Mahfouz, Akhenaten
Aristophanes, Lysistrata
Makiya, The Rock
Wells, Sailing from Byzantium
Whitfield, Life Along the Silk Road
Grof, Books of the Dead
Harvey, Ibn Battuta

Course Description

This course is a writing-intensive survey of the pre-modern world empires, religions and individuals who lived in the Afro-Eurasian landmass. One of the great joys of studying pre-modern history is that we have a chance to see both commonalities between cultures and to observe unique elements of each culture. The challenge for us in this course is learn to ask questions about the past, to see history is a process of inquiry and analysis, and that history is dynamic!

Class Objectives ~ Through our discussions, readings, written exercises, and the viewing of material remains we will achieve the following goals:

- * We will challenge and re-evaluate our own perceptions of history.
- * We will identify and describe historical events and concepts relevant to the world societies discussed in the course accurately.
- * We will read and interpret primary and secondary sources through evaluation and critical reading
- * We will develop geographical literacy of the regions and civilizations discussed in the course
- * We will construct arguments and counter-arguments using historical events and concepts to support or refute historical ideas
- * We will increase our confidence to communicate clearly both in verbal and written avenues through cooperative learning, reading, and a variety of written activities

~ **Course Description**~ This World History course will closely examine how pre-modern empires, religions and people regarded those who differed from themselves during the period from 3000 BCE-1500 CE. We will consider how travel, motivated by the need for conquest, conversion, and/or commerce, reveals the history of those who ventured to areas outside their own empires. In reading accounts referring to the "Other," as perceived by these ancient individuals, we will learn about how civilizations become more interconnected until at 1250 CE there was what some historians have called a "world-system" that allowed the Afro-Eurasian land mass to be connected in a way not seen before in history. Since the course covers 4500 years, we will be examining in detail selected empires, religions and individuals so that rather than

skimming the surface of several civilizations, we will develop a detailed understanding of a few selected places, events, empires and individuals.

The course will consider three themes throughout the sixteen weeks that considers ways of seeing the past. This course does not seek to cover the history of the entire world during the pre-modern period since that would be an impossible task for both instructor and student. However, the questions that we will examine by looking at how Africa, Asia and Europe became connected through the use of sea and land routes will provide the tools necessary to explore the commonality of the human experience and the curiosity to investigate how regions developed and responded to similar issues. With this experience students will be able to study other areas of the world with a fresh perspective on how the world has become connected and how regions have influenced each other.

~My Teaching Style ~

Most of my courses are discussion-based, meaning that as a teacher I facilitate circumstances that will allow all members of the class to continue to refine what they have prepared outside of class for a particular day. I expect that students will take responsibility for preparing for each class period as I do. I will not lecture always in a traditional manner, but rather select particular points to provide detail that is not readily available through the assigned readings already given in the text.

You will find that my classes are interactive and will be more rewarding when you make a genuine effort to engage with the material and to be inquisitive about the content of the course. I am committed to making each class a cooperative learning experience in which students work individually, in pairs and in small groups. As a teacher I will make every effort to create opportunities for the variety of learners in the class. If you are unsure of how you might be learning the material in such a classroom, I would encourage you to stop by my office to discuss any particular class or content throughout the course to help facilitate the learning that is best for you.

Once during the class I will invite you to come to my home for a discussion of a text. You will be given a free class period during the term in exchange for this visit in the evening to my home for an informal discussion about class material.

Grading

Active Class Participation	50 points
Historical Biography Group Presentation	50 points
Quizzes (7)	60 points (drop lowest 1)
Documentary and Artifactual Assignments (5)	100 points (drop lowest 1)
Exams (3)	75, 100, & 150 points

I will not allow any makeup for quizzes or document assignments since you are allowed to drop one of each.

~ A Word about Participation ~

In this course participation is a key component of the assessment of your effort to learn the material. In order to help you understand how I view participation I have broken down this component into the following characteristics.

- completing in-class writings for class
- raising questions in class during lecture and discussions
- substantive verbal participation (raising questions, posing divergent questions about the content of the class, responding to comments of peers, providing information from assigned readings, responding directly to peers and their contributions, answering questions of the instructor)
- participating in small group activities with a willingness to foster a positive educational environment for

oneself and others in the class

I do understand that participation can be a challenge for those who are not comfortable in new group settings. If you are uncomfortable with what is presented here as my guidelines, I invite you to come by and talk with me so that I can determine how best to assess your participation. This must be a conversation that we have during the first few days of the class.

Please Note: Classroom behavior or actions that will lower one's grade significantly would be a demonstration of a poor attitude (texting/SMSing in class; refusing to participate in group discussions; being verbal or physical intimidating to any member of the class, including the instructor; refusing to foster a positive environment for others to excel in the class discussions/work; sleeping in class; disruptive behavior that affects the instructor, peers or both groups). You will not earn an "A" just for attending class, you must engage actively in class meetings.

~Attendance ~

All members of the class are expected to attend class sessions unless otherwise indicated by the instructor or the university.

Each student may miss 6 classes (6 hours) before the absences will permanently affect the final course grade (this includes athletic events and religious holidays). Each hour that you miss after the first six hours will lower your final grade a 1/2 a letter grade per hour that you miss. For example if you miss 7 classes this would total 7 hours. Your final grade is a B before considering your absences: your final grade would be reduced for the one hour extra you missed so your grade would move from a B to a B-. If you miss 9 classes, you fail the course automatically.

Academic Honesty

Wittenberg abides by a honor code. Students are expected to do their own work and to use care in using words of others. Academic dishonesty (cheating; plagiarism, etc.-see student handbook for full explanation) will result in a failing grade in the course.

Readings should be completed in preparation for the day that they are listed. A reading listed under "Monday" should be read for Monday's class session.

TE=Traditions and Encounters; PSI=Primary Source Investigator at Moodle; other texts by abbreviated names; Moodle Readings

Week 1

Aug 25 Expectations

Aug 27 Catal Huyuk at Moodle

Aug 29 TE 1 & Quiz 1

Week 2

Sept 1 Moodle 3 Readings & Assignment 1

Sept 3 TE 2 and Books of the Dead 7-11, 48, 51, 53, 55-56, 60, 64 (Texts and images on Egypt)

Sept 5 Akhenaten Reading 1 & Video Clip

Week 3

Sept 8 Akhenaton Reading 2 & Nefertiti Video at Moodle

Sept 10 Akhenaten Reading 3 & Quiz 2

Sept 12 TE 3 & Moodle Readings

Week 4 Read TE 5 & 8 and Lysistrata

Sept 15 Film viewing in class

Sept 17 Assignment 2 (Upload at Moodle) Film viewing in class

Sept 19 (No class in exchange for discussion at my house for Akhenaten) Moodle Posting for film viewing (counts as a quiz)

Week 5

Sept 22 TE 5 & TE 8 and Quiz 3

Sept 24 Lysistrata

Sept 26 Assignment 3

Week 6

Sept 29 TE 6; Moodle Mandate of Heaven; Images at PSI for Ch 6

Oct 1 TE 7 and Books of the Dead 33, 63, 70-73

Oct 3 Exam 1

Week 7

Oct 6 TE 9

Oct 8 TE 12 & Silk Road-Princess's Tale

Oct 10 Silk Road-Monk's Tale & Quiz 4

Week 8 Reading for this week divided into groups. See Moodle for instructions on Historical Biography Group Presentations.

Oct 13

Oct 15 Historical Biography Group Presentations

Oct 17 Historical Biography Group Presentations

Week 9

Oct 20 No Class- Fall Break

Oct 22 TE 10

Oct 24 TE 11 & Quiz 5

Week 10

Oct 27 Rock 3-56

Oct 29 Rock 57-111

Oct 31 Rock 111-167 & Assignment 4

Week 11

Nov 3 Rock 167-223

Nov 5 Rock 225-275

Nov 7 Exam 2

Week 12

Nov 10 TE 14 & 17

Nov 12 Byzantium Ch 1-3 and Books of the Dead 23-26, 34, 36-37, 40 (Images)

Nov 14 Byzantium Ch 4-5 and Books of the Dead 43-44, 50, 57-59, 61, 82-83 (Images) & Quiz 6

Week 13

Nov 17 Byzantium Ch 6-7

Nov 19 Byzantium Ch 8

Nov 21 Assignment 5

Week 14

Nov 24 No class (make-up for attending one history colloquium or PAST event-see Dr. BH for details)

Nov 26 No class - Thanksgiving

Week 15

Dec 1 TE 15

Dec 3 Ibn Battuta 3-25

Dec 5 TE 13, Ibn Battuta 25-40 & Quiz 7

Week 16

Dec 8 TE 16 & Ibn Battuta 41-75

Dec 10 Ibn Battuta 98-115

Dec 12 Discussion for Final Take-home Exam

Final Exam Submission of Papers: 9 am Thursday, December 18th

With Discussion and Breakfast at Dr. Brooks Hedstrom's house. 9-10:30 am