

## Fall 2022 HIST 104 World History Antiquity to 1500 REVISED SYLLABUS

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History 104, Fall 2022.  
CRN 13464.  
MWF 0900-0950.  
180 PLC.

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### Course Description.

History 104 is an introduction to aspects of and interactions among some of the cultures and civilizations that came into being between approximately 3500 BCE and 1500 CE. We will engage the human record primarily as it unfolded on the land mass of Afro-Eurasia, and on some areas washed by the Mediterranean Sea, and the Indian and Pacific Oceans.

In a ten-week course, one can neither convey nor acquire an encyclopedic understanding of this 5,000-year period. Rather, we will aim to familiarize ourselves with some events, people and places (facts), some of the broader rhythms and historical processes (interpretations), and possible ways to understand the human past (themes).

As we seek to gain a sense of and an overview of some of the building blocks that have contributed to our collective human existence, we will engage the past as a dynamic process that exhibits varying degrees of stability, continuity, change, disruption, larger forces, and human choices. We will also become familiar with the notions of “macro-history” and “micro-history.”

The course is structured as an overlapping and complementary two-track combination that melds lectures (including some guest lectures) on topics and themes drawn from the textbook, and discussion sections that explore the textbook and some other readings in greater detail.

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**Course Achievements** You will have had the opportunity to acquire:

A sense of some of the historical dynamics – intellectual, military, political, economic, social, and religious – that have shaped human civilizations.

A knowledge of and appreciation for some of the visual legacies (and thus for the visions of those who produced art and architecture) of those civilizations.

A sense of how historians explore such things as the interactions of cultural and social factors, the unfolding of events, and notions of inevitability and serendipity.

A sense of how to understand or think about some of the varied assumptions regarding the individual and society that have arisen in human societies.

Enhanced writing skills and confidence in articulating your thoughtful assessment of material.

**Course Objectives.** This course meets Core Education requirements in 1/ Areas of Inquiry (Social Sciences) and 2/ Cultural Literacy (Global Perspectives)

### *1/ Areas of Inquiry.*

This course will enable you to apply analytical skills to social phenomena in order to understand human behavior; and to apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live. You will be able to:

- 1/ Understand the role of individuals and institutions within the context of society.
- 2/ Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
- 3/ Utilize appropriate information literacy skills in written and oral communication.
- 4/ Understand the diversity of human experience and thought, individually and collectively.
- 5/ Apply knowledge and skills to contemporary problems and issues.

### *2/ Global Perspectives (GP)*

This course fulfills the *Global Perspectives* category of the Cultural Literacy Core Education requirement. A Global Perspectives course aims to foster student encounter with and critical reflection upon cultures, identities, and ways of being in global contexts beyond the United States. Students will consider substantial scholarship, cultural production, perspectives, and voices from members of communities under study, as sources permit. Global Perspectives courses, students will do one or more of the following:

1. Engage texts, literature, art, testimonies, practices, or other cultural products that reflect systems of meaning or beliefs beyond the U.S. context;
  2. Analyze power relations involving different nations, peoples, and identity groups or world regions;
  3. Examine hierarchy, marginality, or discrimination based on race, ethnicity, gender, gender identity, religion, sexuality, nationality, or ability (or some combination of these).
- and undertake one or more of the following:
1. Discuss possibly unfamiliar topics using critical vocabulary and concepts.
  2. Practice respectful listening and civil dialogue around controversial issues.

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### **Canvas:**

For this course, the most important section of Canvas is “Modules.” In that section, you will find a number of modules (such as syllabus, study guides, term paper guidelines, Powerpoints) which contain pertinent course material.

Powerpoints for lectures will be available in the Powerpoint module, and as far as possible prior to the lecture.

Another relevant section in Canvas is “grades.”

**Please note:** while there is much information generated, often automatically, in Canvas and found in various sections, *in principle, this syllabus (included in “Modules”) is the relevant and primary guide for course information.* Thus, should there be any disparity between information noted somewhere in Canvas (e.g. due dates and times for assignments) and what is noted on the syllabus (or, as appropriate, conveyed in class), the latter is the source of record.

### **Assigned Text:**

Robert Tignor et al, *Worlds Together, Worlds Apart: Volume One, Beginnings Through the Fifteenth Century* [WTWA] 6<sup>th</sup> edition (W.W. Norton and Company).

**Additional Readings.** A number of scholarly articles on varied topics will be made available in Modules. They may be discussed in discussion sections, and might also be assigned as a source for the take-home essays that will be one portion of the mid-term and final exams. They might also (depending on the theme or topic you choose to explore) serve as initial resources for the term paper.

**Discussion Sections.** The once-weekly discussion section is an integral part of the course (worth 30% of course grade). The specific rhythms, structure, attendance policy, and other relevant information will be explained separately during the sections by your graduate discussion section leader. More generally, in the discussion section you will: discuss readings from the textbook, such as the information and themes covered in the textbook; primary sources included in themed sections at the end of each chapter; and the “Interpreting Visual Evidence” sections at the end of chapters. You will also have regular writing assignments based on the readings. You will also be producing outlines, and as appropriate early drafts of, such things as take-home exam essays, and the term paper.

**Expected Workload:** While individual patterns will of course vary from week to week, in formal terms (the Student Engagement Inventory), time allocation for this ten-week course is: 30 hours lectures; 10 hours discussion sections; 40 hours assigned readings; 10 hours discussion preparation; 10 hours exam preparation; 20 hours term paper preparation.

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### Evaluation.

**1. Attendance at lectures** (worth 10% of course grade). For possible excused absences, please contact instructor(s) in timely fashion (if contacting by email, please copy both professor and your graduate student discussion section leader).

**2. Mid-Term Exam: October 31** (worth 15% of course grade). Exam will be open book, and conducted remotely. *NOTE:* Both the mid-term exam and the final exam will consist of two parts: 1/ a “take-home” essay question (chosen from among several alternative questions noted on the study guide); 2/ the “in-class” exam.

**3. A term paper due no later than Monday November 28** (worth 20% of course grade). The topic of the term paper must be discussed with and approved by your GE **no later than Friday November 18**.

Term paper is to be no less than 2500 words: typed, double-spaced, Times New Roman 12-point font, with footnotes or endnotes. Must be submitted through Canvas as either (and only) a Word document or a PDF. Late, short, or incorrectly formatted papers may be penalized.

**4. Discussion and Engagement section:** participation in section, and completion of required engagement work (worth 30% of course grade).

**5. Final exam**, formally scheduled for **Monday December 05, at 1015** (worth 25% of course grade). Will be conducted remotely as an open-book exam and with extended time for completion.

### Grading Scale.

A: excellent work. Gradations: A- is 90-93.33; A is 93.34-96.66; A+ is 96.67 and above.

B: good work: Gradations: B- is 80-83.33; B is 83.34-86.66; B+ is 86.67-89.99.

C: satisfactory work. Gradations: C- is 70-73.33; C is 73.34-76.66; C+ is 76.67-79.99.

D: unsatisfactory work. Gradations: D- is 60-63.33; D is 63.34-66.66; D+ is 66.67-69.99.

F: inadequate and failing. Gradation: 59.99 and below.

### Study Guides.

Study guides (which will also outline exam protocols) for the mid-term exam and the final exam will be available in Modules at least two weeks prior to the exams.

### Term paper guidelines.

This may be found in the appropriate module in Modules in Canvas, and at the very end of this syllabus.

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**ANTICIPATED LECTURE, ENGAGEMENT, AND READING SCHEDULE.**

**WEEK ONE.** Giving Birth to Human Civilization.

- 09/26 No class           No classes held. Rosh Hashanah.  
09/28 Class 01           Class Introduction, syllabus, course rhythms.  
                                  Time, chronology eras.  
09/30 Class 02           Theme: Challenges of Pregnancy and Birth.

Discussion #01 Course Orientation, Discussion Engagement rhythms.

Reading: *Worlds Together, Worlds Apart (WTWA)* Chapter 1 (Chap. 1); *Primary source (PS)*: “Creation Narratives;” “Prehistoric Art.” Couto-Ferreira, “She Will Give Birth Easily.”

**WEEK TWO.** Some Middle Eastern Riverine Civilizations.

- 10/03 Class 03           Theme: Language and Writing.  
10/05 Class 04           Mesopotamian Confluences.  
10/07 Class 05           Egyptian Currents.

Discussion #02: *WTWA*, Chaps. 1 and 2; *PS*: “Early Writing in Context.”

**WEEK THREE.** Some Expansive Networked Worlds.

- 10/10 Class 06           Scythians: Warfare and Culture on the Steppe Frontier (guest lecture:  
Professor Alex Dracobly).  
10/12 Class 07           Phoenicians and Greeks: Thalassocracies.  
10/14 Class 08           Roman Empire and Its Infrastructure.

Discussion #03: *WTWA*, Chap. 3; *PS*: “Law Codes.”

**WEEK FOUR.** Some Chinese Unfoldings.

- 10/17 Class 09           Thinking Early China: Human Nature, Society, and Governing.  
10/19 Class 10           Creating Imperial China: the Qin to the Tang.  
10/21 Class 11           Theme: Education and Rule: The Chinese Examination System.

Discussion #04: *WTWA*, Chaps. 4 and 7; *PS*: “Early Empires,” “Political and Domestic Order.”

**WEEK FIVE.** Some South Asian Dynamics.

- 10/24 Class 12           Vedic to Mauryan India: Aryan conquests, social structure, King Ashoka.  
10/26 Class 13           Desired Behavior: *Manu Smriti*, *Arthashastra*.  
10/28 Class 14           Gautama Siddhartha the Enlightened One: Buddhism 500s BCE.

Discussion #05: *WTWA*, Chap. 5; *PS*: “Axial Age Thinkers.”

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**WEEK SIX.** Universal Proselytizing Religions.

- 10/31 Class 15      **MID-TERM EXAM.** Conducted remotely, open book.  
11/02 Class 16      Jesus Christ the Savior: Christianity 000s BCE/CE.  
11/04 Class 17      Muhammad the Prophet: Islam 600s CE (guest lecture: Professor Rick Colby).

Discussion #06: *WTWA*, Chaps. 8 and 9; *PS*: “Pilgrimage,” “Women and Community.”

**WEEK SEVEN.** Some Further Fusions and Interactions (1).

- 11/07 Class 18      The Silk Road(s): Connecting Threads.  
11/09 Class 19      The Pharmaceutical Silk Road: Healing Over Borders.  
11/11 No class      No classes held. Veterans’ Day.

Discussion #07: *WTWA*, Chap. 6; *PS*: “Silk Roads.”

**WEEK EIGHT.** Some Further Fusions and Interactions (2).

- 11/14 Class 20      Mongol Empire(s), and Mongol Invasions of Japan.  
11/16 Class 21      Muslim Empires: Maldives to Mali.  
11/18 Class 22      Maritime Mosaic of South-east Asia.

Discussion #08: *WTWA*, Chap. 9; *PS*: “Women and Community.”

**WEEK NINE.** Some Further Fusions and Interactions (3).

- 11/21 Class 23      Meso-American Worlds.  
11/23 Class 24      The Black Death (online guest lecture: Professor Lisa Wolverton).  
11/25 No class      No classes held. Thanksgiving.

Discussion #09: *WTWA*, Chap. 8 (parts), Chap.10; *PS*: “World Travelers.”

**WEEK TEN.** Europe’s Trajectory and The Cusp of a New World Order.

- 11/28 Class 25      Europe: Some Emerging Nations and Identities.  
**TERM PAPER DUE**  
11/30 Class 26      Why 1492 Mattered (guest lecture: Professor Reuben Zahler).  
12/02 Class 27      Final exam review.

Discussion #10: *WTWA*, Chaps 10 and 11; *PS*: “Black Death.”

**12/05 FINAL EXAM.** Conducted remotely, open book.

## **FURTHER MATTERS**

### **Classroom Protocol:**

We see the classroom as a collective learning environment, where you concentrate on the class content, and do not distract either yourself or anyone else.

Cell-phones, texting etc.: please refrain from any texting (sending or receiving) or use of cell phones during class. Life threatening emergencies (such as family health matters) that require you to leave the classroom immediately are excepted. If you use them in class otherwise you may be asked to conduct your business outside the classroom.

Lap-tops, tablets, iPads etc.: to be used for taking notes. If it appears that they are being used for non-class-related reasons, you may be asked to turn them off.

The classroom is not a casual forum such as a theater, restaurant, or residence. Please refrain from eating meals or snacks during class. Non-alcoholic liquids are OK.

Please arrive on time. Late arrivals are always disruptive. Late arrival for exams may prevent you from taking them.

### **Absence Policy.**

Attendance counts as part of the course grade, and attendance is expected. Absences may be excused (and thus are counted as “present”) at the discretion of the instruction team, provided timely notification is given. Examples of excused absences include attendance at a university-approved event (such as traveling as a member of an athletic team), personal medical situation, or significant family situations (deaths, illnesses).

### **Academic Misconduct:**

Students are expected to be familiar with the provisions of academic misconduct, which is part of the student conduct code. See

<https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code>

In my experience, irrespective of outcome, very few people (whether administrators, faculty, or students) who have gone through the process of addressing what is termed “suspected academic misconduct” remember it fondly.

### **Accessibility:**

If you have a documented disability that needs accommodations in this class, please notify the instructor in timely fashion; and/or have Accessible Education Center in 360 Oregon Hall communicate that information to the instructor.

For more information also see <https://aec.uoregon.edu/best-practices-faculty>.

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Students requiring **specific accommodations**, and who have been in contact with the Accessible Education Center, please notify instructor in timely fashion.

### **Reporting Obligations:**

*I am a designated reporter. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at [safe.uoregon.edu](#), [respect.uoregon.edu](#), or [investigations.uoregon.edu](#) or contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information via the UO website, [Mandatory Reporting of Child Abuse and Neglect](#).*

### **Academic Disruption:**

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email via Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

### **Full Term Paper Guidelines**

#### **TERM PAPER GUIDELINES**

The specific requirements (length etc.) for the term paper are noted separately on the syllabus, under “Evaluation.”

One purpose of the term paper is to familiarize you with techniques of scholarly communication. Another purpose is to provide an opportunity for you to organize material and to express your considered thoughts in your own words.

The term paper does not demand extensive research in original sources (language barriers are an obvious element here), and neither does it require that you come up with a thought or group of ideas that no-one has addressed previously.

Rather, the expectation is that, by engaging a theme, a topic, or a question, you will come up with a thoughtful piece of writing that demonstrates to the reader that you



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have organized your material, presented and supported your arguments and positions in a coherent way, and have come to a conclusion.

In preparing the term paper, it may be useful for you to consider the following:

1. Be attentive to overall structure: a good **introduction** stating the goal, problem or question to be addressed [HINT: you might find it useful to write the final version of this **AFTER** you have finished the rest of the paper]; a **middle portion** (which you can break down into sub-sections if you wish) in which your discussion is developed in organized fashion, reflecting the reading and evidence available; and a **conclusion** summarizing the overall product.

2. The reader is most interested in seeing you develop your thoughts in your own words. Use direct quotation sparingly; however, be careful that you cite the source of your information when you utilize an insight or point of information from someone else (a normal part of scholarly writing).

3. The reader is NOT “looking for” anything other than a well-written, well-organized piece that reflects your careful consideration of information. Your conclusions are your own (except if you try to argue the equivalent of the earth being flat), and are assessed most highly if they are well supported by the information you provide.

4. Ensure that you have a firewall between notes you take and summaries from sources, and your final product. **AVOID even the possibility of plagiarism (most simply defined as representing others’ work as your own); if in doubt, check the student conduct code. We take plagiarism very seriously.**

Topic **must be approved** by your discussion section leader (GE), **no later than the end of office hours during Week Seven (November 07 to 11).**

**Sources.** The term paper requires engagement of material that is more substantive than simply a few pages of reference material no matter how good it might be (e.g. Wikipedia; Encyclopedia Britannica); if such material is used, it **will not count** as part of your acceptable number of sources.

The textbook may be used as a source for the paper, **BUT** you must also use *at least* two other acceptable sources that have been specifically approved by your GE.

**NO** internet material (refereed scholarly articles and suchlike are excepted) may be cited **unless** specifically permitted by your GE **in advance** of paper submission.

You **MAY** use other types of material that is available online: e.g. electronic versions of books, journals, and journal articles.

There is no shortage of possible topics, which can make choosing one topic a challenge. In principle, while any topic dealing with the world prior to 1500 is

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acceptable, you should avoid a topic that would be more appropriate for another class in another Department (e.g. history of Persian art, the geology of the Caucasus, motifs in Chinese poetry). Topic areas that might be of interest include:

- i/ Education and examinations in the Ming period.
- ii/ The Mongol empire –aspects of the Mongol conquests OR Mongol interactions with other societies OR one of the empires OR women in Mongol society.
- iii/ The Roman Empire – institutions OR infrastructure OR slavery and economy OR military organization OR issues of gender OR religions OR territorial growth etc.
- iv/ Issues of family and gender in the Mesopotamian (or any other) civilizations.
- v/ Social values and issues as reflected in or suggested by a noted law code (or a couple of them) such as the Code of Hammurabi, the Tang Code.
- vi/ Social structures, with attention to issues such as subordination, servitude, slavery, caste, categorization of human groups, deportation, or people as property.
- vii/ The development of Islamic civilization.
- viii/ A significant figure: e.g. the First Emperor, Cyrus the Great, Alexander the Great, Cleopatra VII, the Buddha, Jesus, Muhammad.
- ix/ Agriculture, food regimes, or culinary culture and diet.
- x/ Modes of growth and expansion of a universal religion (or perhaps a comparison between some universal religions on that topic).
- xi/ Environmental factors in history.
- xii/ Trade connections, maritime worlds, or Silk Roads.
- xiii/ Illness and disease: e.g. the Black Death, depictions of illness in art, sanitation in Rome.