

Course Syllabus: World History To 1500: History 2301:

Dr. Mark Saad Saka/Sul Ross State University

Fall 2018

Office Hours

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Mondays and Wednesdays: 9:30-10:45; 1:00-1:45/Tuesdays and Thursdays: 9:30-10:45

Office Hours can also be set with an appointment

Course Objectives:

This survey course examines world history from the agricultural revolutions of 8,000-10,000 B.C.E. through the 15th century A. C.E. Broad in scope, this course is designed for both history majors as well as the general learner. Our class proceeds from the understanding that world history is explicitly about “connections,” both between peoples, political entities, economies, as well as the connections between humankind and the environment. The course is not designed to cover the history of the entire world to 1500, but rather to explore general trends and themes by looking at specific historical episodes. The primary goal is to provide students with new and wider perspectives beyond formulaic narratives and to evaluate historical and contemporary issues in hopes of arriving at a greater understanding about the origins of world civilizations.

Required Readings

This course will be using an online textbook; it is free of charge. The book is titled **World History: Cultures, States, and Societies to 1500** by Eugene Berger, Georgia Gwinnett, 2016, ISBN 13: 978-1-9407711-0-6, Publisher: University of North Georgia Press

The way to access the textbook, and this is the BETTER option, because there are maps, is the textbook itself which can be found at <https://open.umn.edu/opentextbooks/>

[or](#)

<https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=375>

When you go to this link, type in **world history to 1500**

Click the button **PDF**

Course Requirements:

There are many requirements for this course.

1. Regular and punctual attendance.
2. Classroom Courtesy-no cellphones or texting in class.
3. The use of laptop computers and other devices is permitted only if they are relevant to the material at hand: note-taking, fact-checking, assignment scheduling, etc. Web surfing, video, gaming, email and messaging are not appropriate classroom activities and can be distracting to the instructor and fellow students. Moreover, I expect the lectures and classroom discussions to be reflected in your test and essay answers; if you're not paying attention, participating and taking notes, you will almost certainly not do as well in terms of your final grade.
4. The lectures and textbook are intended to supplement each other, not duplicate material: you are responsible for learning from both. Some of my lectures will expand on the history presented in the textbook, adding detail and alternative understandings. Some of my lectures will introduce and raise questions about historical sources or historians' arguments. Some of my lectures will be about historical practice and theory as it applies to specific topics. Some of my lectures will cover people, places and situations which aren't in the readings at all. I will, on occasion, correct or disagree with the textbook or with other historians. Historians do that. Some of my lectures won't even be lectures: they will be discussions with the class, which is to say, with you.
5. Four exams. Each exam will count as 100 points.
6. I will then add the four exams divide by four.

100=A; 80-89=B; 70-79=C; 60-69=D; 0-59=F

The Americans with Disabilities Act:

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine Texas 79832, Telephone Number 432-837-8203.

Student Learning Outcomes Assessment Methods Results Use of Results Outcome Status: Active
Target: Students will earn 70% or higher on the scoring rubric. Written Assignment - 1 a. Faculty will use a scoring rubric to evaluate students' written literature search in preparation for the research paper in an American History or World History or NonAmerican History course. The scoring rubric will focus on diversity of sources, dates of publication, and relevancy and quality of documentation.
Target: Students will earn 70% or higher on the scoring rubric. Written Assignment - 1 b. Faculty will use a scoring rubric to evaluate students' written research papers in an American History or World History or NonAmerican History course. Planned Assessment Cycle: 2018 - 2019 SLO 1 - The history student will demonstrate historical research skills in a logically-organized, written paper that is mechanically correct and supported by relevant documentation of historical content. Start Date: 05/29/2018 07/05/2018
Generated by Nuventive Improve Page 1 of 2 Student Learning Outcomes Assessment Methods Results Use of Results Outcome Status: Active Target: Students will earn 70% or higher on the scoring rubric used in History 3311 for the essay. Written Assignment - 2 a. Faculty will use a scoring rubric to evaluate students' book reviews about turning points in history, based on a book of student's choosing that covered an historiographical topic in American or World or Non-American History. Target: Students will earn 70% or higher on the scoring rubric.
Presentation/Performance - 2b. Faculty will use a scoring rubric to evaluate the students' presentations (oral or poster) of their historiographical book review completed in assessment 2 a. Planned Assessment Cycle: 2018 - 2019 SLO 2 - The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted. Start Date: 05/29/2018 Outcome Status: Active Target: Students will earn 70% or higher on the scoring rubric. Written Assignment - 3 a. Faculty will use a scoring rubric to evaluate students' book reviews over a book of the student's choosing in either an American History or World History or NonAmerican History course. Target: Students will earn a score of 70% or higher on the exam. Exam/Quiz - In Course - Faculty will administer a final exam in designated American History, World History, and Non-American History courses to measure students' knowledge of the content. Planned Assessment Cycle: 2018 - 2019 SLO 3 - The history student will demonstrate knowledge of American History, World History, and NonAmerican History. Start Date: 05/29/2018 07/05/2018
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Course Outline

Aug. 28—Introduction to course/syllabus/the agricultural revolution

Aug. 30-The Fertile Crescent-Mesopotamia

Sept. 04-Ancient Egypt

Sept. 06-Ancient Egypt

Sept. 11-Judaism and Ancient Israel

Sept. 13-Judaism and Ancient Israel

Sept. 18-Greece

Sept. -20-Greece

Sept. 25-Greece

Sept. 27- film

Oct. 02-Exam # 1 (chapter two and five in textbook)

Oct. 04-Rome

Oct. 09-Rome

Oct. 11-Rome

Oct. 16-Christianity

Oct. 18-Christianity

Oct. 23-Exam # 2 (chapter six in textbook)

Oct. 25- The Early Middle Ages 400-1000

Oct. 30-The Early Middle Ages 400-1000

Nov. 01- The Byzantine Empire 400-1000

Nov. 06- Islam

Nov. 08-Islam

Nov. 13- Exam # 3 (chapter seven and eight in text)

Nov. 15- Europe/The Middle East/Byzantium 1000-1500

Nov. 16-last day to drop the course with a grade a W

Nov. 20- Europe/The Middle East/Byzantium 1000-1500

Nov. 22-Thanksgiving Holiday No Class

Nov. 27- Europe/The Middle East/Byzantium 1000-1500

Nov. 29- The Americas

Nov. 30- The Americas

Dec. 04- The Americas

Dec. 11-Exam # 4-12:30-2:30

Concepts to Identify for Exam # 1

1. What was the impact and importance of the agricultural revolution on human history? How did the transition from hunting-gathering societies (Paleo-lithic) to agriculturally based societies (neo-lithic) affect population levels, gender-relations, economic stratification, the division of labor, government, warfare, religion, and what we will refer to as “civilization”?
2. Describe the characteristics of civilizations that were found in ancient Mesopotamia. What are the legacies of the civilization in ancient Mesopotamia.
3. Explain the central beliefs of Judaism that are evident in the early written tradition. How did the United Kingdom of Israel develop and who were its key leaders? Describe how the Israelites and their traditions have been influential.
4. Describe the characteristics of the civilizations of ancient Egypt. What major continuities were evident throughout Dynastic Egypt? What are the legacies of ancient Egypt?
5. In what ways did Greek geography and topography impact the history of the ancient Greek world? What are the different periods of Greek history, and what are the chief defining characteristics of each period?
6. What was the significance of the Persian Wars for the subsequent history of the Greek world?
7. What were the most important contributions of Classical Athens in the areas of art, government and law, philosophy, and literature?
8. How and why did the Macedonians conquer the Greek world and much of the world? Why did the empire conquered by Philip and Alexander disintegrate after Alexander’s death?

9. What were some of the strengths and weaknesses of the Hellenistic kingdoms as political entities? Why did they prove to be inherently unstable? How did Hellenistic domination of Israel result in the Maccabean war for independence? What are some of the achievements and legacies of the Hellenistic period?

Terms to Identify for Exam # 1

Paleo-lithic

Neolithic Revolution

Holocene Thawing

Mesopotamia

The Tigris and Euphrates River

The Fertile Crescent

Natufian Adaptation

Jericho

Catalhuyuk

Amarna Period

Assyrian Empire

Aten

Civilization

Covenant

Cuneiform

Exodus

Hammurabi's Code

Hieroglyphics

Levan

Middle Kingdom

Monotheism

Abraham

Moses

Nebuchadnezzar II

New Kingdom

Nile River

Old Kingdom

Polytheism

Sargon of Akkad

Sumer

The Decalogue (The Ten Commandments)

Ur

Achaemenid Empire

Alexander the Great

Alexandria

Aristotle

Athenian democracy

Athens

Battle of Chaeronea

Battle of Leuctra

Battle of Marathon

Battle of Thermopylae

Bronze Age

Classical Period

Cleopatra VII

Crete

Cynic philosophers

Cyrus the Great

Darius

Dark Ages

Decelean War

Delian League/Athenian Empire

Oracle of Delphi

Epicureanism

Epidaurus

Euripides

First Peloponnesian War

Great Library of Alexandria

Hanukah

Hellenistic Period

Helots

Herodotus

Homer

Homer's Iliad

Hoplite Phalanx

Jerusalem

Minoans

Mycenaeans

Peloponnesian War

Pericles

Philip II of Macedonia

Phoenicians

Plato

Polis/poleis

Ptolemaic Egypt Seleucid

Empire

Skepticism

Socrates

Solon

Sophocles

Sparta

Spartan Constitution

Stoic philosophy

The Tanakh (the Old Testament)

Thucydides

Trojan Wars

Xerxes

Concepts to Identify for Exam # 2

1. In what ways did the geography and topography of the Roman Empire impact the history of the ancient Roman world?
2. What are the different periods of Roman history, and what are the chief defining characteristics of each period? What were the stages of Roman expansion?
3. When and why did the Roman Republic fall? What were some key differences between the Roman Republic and the Age of Augustus?
4. What were the problems that the Roman Empire faced during the third-century crisis, and how did Diocletian attempt to resolve them? What changes did the Roman Empire experience in the fourth century CE, and what were the causes of these changes?
5. What was the political and religious landscape of Roman occupied Israel? What were the major Jewish movements in the first century CE? Who were the Sadducees, the Pharisees, the Zealots, and the Essenes? Why did the Jewish Revolt against the Roman Empire result in the destruction

of Jerusalem and the Second Temple in 70 CE, and in 132 CE, under the Bar Kokhba revolt, the destruction of Israel under Emperor Vespasian?

6. What are some of the primary sources about the early Christians? How did Christianity develop as a separate faith from Judaism in the years 33 CE through 100 CE and what were some of the key theological and religious concepts that defined Christianity as a separate faith? Who were the important figures in the Apostolic Age? How did Christianity grow from a persecuted sect within the Roman Empire to the dominant and imperial faith of the Empire?
7. What were the early debates within Christianity? Who were the Gnostics and why did the early Church founders and Councils reject their interpretation of Christianity? How did the early Church founders come to define Christian orthodoxy against the development of “heresies” and how did this lead to the formation of the Nicene and Chalcedon Creeds and the canonization of the New Testament? What were some of the key features and structures of the early Church? How did the Roman and Orthodox Church diverge in the fourth through the seventh centuries?

Terms to Identify for Exam # 2

Caligula Carthage Cato the Elder, *Origins*

Cincinnatus

Claudius

Crassus

Diocletian

Etruscans

Eusebius

Flavian Dynasty

Gaius Gracchus

Josephus, *The Jewish War*

Julius Cesar

Lucretia

Marcus Antonius

Nero

Pax Romana

Plebian Council

Plutarch

Pompeii

Punic Wars

Pyrrhus

Roman Empire

Roman Republic

Romulus and Remus

Senate

Tacitus

Third Century Crisis

Tiber

Tiberius the Emperor

Tiberius Gracchus

Venus

Vergil. *Aeneid*

Vespasian

The New Testament

The Apostolic Age 33-100 CE

St. Paul

The Mystery Religions

Asceticism

Marcionism

Montanus

Gnosticism

Bishop Irenaeus

The Roman Creed

The Apostle's Creed

Perpetua and Felicity

Emperor Constantine Constantinople

Arianism

Donatist

Council of Nicaea

The Nicene Creed

Tertullian

Clement

Origen

St. Augustine

The City of God

The Confessions

Nestorianism

The Jewish Diaspora

Concepts to Identify for Exam # 3

1. How did the Germanic peoples of Western Europe relate to the former Roman territories over which they had taken control? How did Christianity spread into Scotland and Ireland?
2. How did Islam emerge as a major religion and force in the early seventh century? Who was Muhammad and how did his religious message transform the Arabian Peninsula? What are the major tenants of Islam and how is it similar and different than Judaism and Christianity? How and why did early splits occur within Islam? How did Sunnis and Shiites develop in different regions and why?
3. How and why did Islam expand so rapidly over vast portions of North Africa, the Levant, Persia, Central Asia, and India?

4. How did the seventh-century Arab-Islamic invasions of the Mediterranean, the North Africa, and the Levant devastate and plunge Europe into four centuries of economic and intellectual stagnation in what historians sometimes refer to as the “Dark Ages”? Who was Charles Martell and why is the Battle of Tours 732 significant in European history? What was the impact of Islam on the Iberian Peninsula (Spain and Portugal)?
5. Which of Justinian’s policies had the longest lasting effects? What was the impact of the Islamic invasion of Anatolia on the Byzantine Empire and how did the Byzantine state reorganize itself to face the Islamic invasion? How did the Eastern Orthodox Church differ from the Roman Catholic West? Why did the Iconoclast emperors believe that using such images in worship was wrong? How did the Eastern Orthodox Church lead the Christianization of the Slavic peoples of the Balkans and Eastern Europe (the Serbs, Russians, etc.)?
6. How did the Roman Catholic Church provide a sense of legitimacy to the kings of the Franks? How did the Carolingian reforms transform western Europe? Who was Charlemagne?
7. Who were the Vikings and why did they pose such a threat to Western Europe? How did East Francia and England respond to Viking attacks?

Terms to Identify for Exam # 3

Al-Andalus

Anglo-Saxons

Avars

Balkans

Battle of Tours

Body of Civil Law/Justinian Code

Bulgars

Byzantine Empire/Byzantium

Carolingians

Carolingian Renaissance

Cathedral Church

Charlemagne

Constantine

Cyrillic

Demonetization

Eastern Orthodox

Emperor Heraclius

Hagia Sophia

Iconoclast Controversy

Iconoclasts

Iconophiles

Idolatry

Kievan Rus

Lateran

Lombards

Merovingians

Ostrogoths

Papal States

Patriarch

Pope

Romance Languages

Ruralization

Rus

Slavs

Slavonic

Vandals

Vikings

Visigoths

Abu Bakr, Caliph

Aisha

Ali, Caliph

Battle of Ajnadayn Battle of Badr

Battle of Karbala

Battle of Qadisiya

Battle of the Trench

Battle of Uhud

Battle of Yarmouk

Dar-al-Harb (Abode of war)

Dar-al-Islam (abode of Islam)

Dhimmi

Dhimmitude

Pact of Umar of 637

Five Pillars of Islam

Hadith

Hajj

Hijra

Husain

Jihad

Jizya

Ka'ba

Khadija

Mu'awiya, Caliph

Quran

Ramadan

Salah al-Din

Shahada

Sharia Law

Sunna

Sunni

Treaty of Hudaibiyyah

Umar, Caliph

Umma

Uthman, Caliph

Zakat

Concepts to Identify for Exam # 4

1. Who in the most political and military power in a feudal system?
2. What were some reasons that European towns started to grow in the eleventh century? Why did Europe's agricultural output increase in the eleventh century?
3. Why in 1095, did Pope Urban II call Western Europe's nobles and people to launch the first of many Crusades? What were the goals and objectives of the Crusades? Who were some of the major figures in the Crusades? How does the Reconquista in Iberia (Spain and Portugal) fit into the overall framework of the Crusades?
4. Why did the Roman Catholic and Eastern Orthodox Churches split in 1054? What were some of the lasting results of the eleventh and twelfth centuries papal reforms of the Roman Catholic Church? How did the 12th century Renaissance lay the basis for the western university system?
5. How did Genghis Khan differ from his predecessors? What enabled him to unite all of the Mongol tribes? What were the keys to Mongol expansion in the 13th and 14th century? What was the impact of the Mongol Conquest of Baghdad in 1258 alter the course of Islamic history? What was the extent of the Mongol Empire and how did the Empire decentralize after the death of Genghis Khan?
6. Who was Timur (Tamerlane) and how did alter world history? What was his impact on the Muslim World How did his military conquests represent the destruction of the Christian Church of the East?
7. How and why did the Bubonic Plague impact Europe between 1347 and 1351?

8. How did the nomadic way of life facilitate the Turkic conquest of the region? The process of Islamization took place over many centuries? What helped to expedite the conversion process? How did the Ottoman Empire emerge in the 14th and 15th centuries? What were the strengths of the Ottoman system that explain these early successes in Anatolia and the Balkans? How did the Ottoman conquest of Constantinople in 1453 represent a turning point in Ottoman and Byzantine history?
9. What do Marco Polo and Ibn Battuta's 13th and 14th century travels and explorations represent an expansion of global trade and contact? How were they similar and how did they differ?

Terms to Identify for Exam # 4

Golden Horde

Grand Duchy of Moscow

Hukegu Khan

Ibn Batuta

Islamization

Mongol Horse

Pastoral Nomadism

Silk Road

Temujin (Genghis Khan)

Timur

Transoxiana

Turkification

Albigensian Crusade

Alchemy

Babylonian Captivity of the Church

Bourgeois

Chain mail

Christendom

Concordat of Worms

Council of Constance

Crusade

Crusader states

East Francia

Exchequer

Feudalism

Fiefs

Filioque Controversy

Great Schism

Holy Office of the Inquisition

Holy War

Humanism

Investiture Controversy

Italian Renaissance

Just War

Lateran Council of 1215

Magna Carta

Marco Polo

Papal Bull

Parliament

Patriarch

Pilgrim

Reconquista

St. Francis of Assisi

Scholasticism

Taifa states

Twelfth Century Renaissance

University

Vassal States

West Francia

Questions for the Americas

1. What crops were first domesticated in the Americas and where?
2. Why do historians consider the Olmec the mother civilization of Mesoamerica? What were some of the features of Olmec civilization? What were the causes of the Olmec decline?
3. How did the Maya support such rapid urbanization? What are the characteristics of the Classic Maya period? What forces brought about the great Maya collapse?
4. What were some of the features of state formation between Teotihuacan? What the main features of the Aztec empire? What were the keys to their early success? How do we explain the role of imperialism and religion in the Aztec Empire and what was the result of Aztec imperialism?

Aztlan

Chichen Itza

La Venta

Maize

Mexica

Mesoamerica

Nahuatl

Olmec

San Lorenzo

Tenochtitlan

Teotihuacan

Tikal