



## INSTITUTIONS AND IDEAS OF WORLD CIVILIZATIONS I

**Instructor:** Dr. Robert Brubaker

**Office location:** Main 405

**Office hours:** M/W/F 1:30-3:00 pm or by appointment

**Office Phone:** (479) 575-7332

**e-mail:** rbrubake@uark.edu

**Class meetings:** M/W/F, Main 420

**Sections:** 001: 8:30-9:20

002: 9:30 AM - 10:20 AM,

003: 10:30 AM - 11:20 AM,

004: 11:30 AM - 12:20 PM

### OVERVIEW OF CORE COURSES IN HISTORY

In its broadest sense, History is the study of the past, an inquiry into the story of humanity. As an academic discipline, History embraces every aspect of the human experience, including warfare, political institutions, the economy, religious practice, technology, and artistic endeavor. History asks students to analyze empire and revolution, genocide and humanism, enslavement and liberation, sexuality and gender and to do so from the perspective of both social scientific and humanistic inquiry. There is no field more diverse than History and none more individualistic. History can be as long ago as the excavated texts and artifacts of ancient China or as recent as mass-produced newspapers from the twentieth-century American West.

### WHAT I HOPE YOU WILL TAKE FROM THIS COURSE

- A sense of the broad sweep of human development from earliest times to the 1500s and of major turning points in the human story
- An understanding and appreciation of the diverse character of early human civilizations, of the similarities and differences between them, and the role played by diversity in shaping human experience
- An understanding and appreciation of how the operation of large-scale forces such as politics, economics, technology, environmental change and religion fostered change over time and the shaping of human cultural diversity
- A sense of the challenges mounted by an increasing reliance on technology and a sense of the changes caused by the increasing interconnectedness of today's world.
- Finally, a broad understanding of how scholars make use of textual sources and material remains to shed light on aspects of the human story

### COURSE TEXTS (Required)

The primary texts for this course are:

Tignor, Robert et al. *Worlds Together, Worlds Apart*, 2e, Volume One, (to 1500). (New York: W.W. Norton & Company, 2008).

Mitchell & Mitchell, *Taking Sides: Clashing Views on Controversial Issues in World History*, Volume 1, 3<sup>rd</sup> ed. (Dubuque: McGraw-Hill/Dushkin, 2005).

Readings for this course will also include short (usually 1-5 pages) *primary source readings* assigned on a weekly basis throughout the semester. Chosen to give students an immediate, firsthand connection with voices from the past, these short readings will usually be posted in electronic PDF format on the BlackBoard webpage for the course.

### **COURSE REQUIREMENTS & GRADING**

Grades for this course will be determined on the basis of *three non-cumulative examinations* based on lectures and readings from the main text (with questions ranging from multiple-choice to short essays), *five quizzes* based on the primary source readings, *five 2-page response papers* each focusing on one of the issues in *Taking Sides* (Mitchell & Mitchell), and *class participation*. This course utilizes a point system. There are 1000 points in the course. Grades are assigned as follows: A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: Below 60%. I may exercise some leeway in borderline cases depending on the circumstances. The breakdown for points is as follows:

Exam 1	(250 pts)
Exam 2	(250 pts)
Final Exam	(250 pts)
5 Quizzes	(50 pts)
5 Response Papers	(100 pts)
Participation	(100 pts)

### **EXAMS AND QUIZZES**

Examinations based on materials from lecture and the main course text (Tignor et al.) and quizzes based on short primary source readings will include a variety of question types (e.g., true/false, matching, multiple-choice, identification, short essay). Unless otherwise noted, exams and quizzes will normally occur on Fridays (see schedule below). Except by prior arrangement with me, make-ups for missed exams are at my discretion, and such makeup exams are invariably substantially more difficult than the regular exams. Similarly, except by prior arrangement, all make-ups for missed quizzes will take place during the second half of the two-hour final examination period at the end of the semester. In sum, I am generally more flexible if you approach me in advance.

### **PARTICIPATION**

I will determine points for class participation through active student involvement in discussions and by taking attendance on ten random days. Generally occurring on Fridays (alternating with quizzes), class discussions will focus on selected issues from *Taking Sides* (see schedule below for details). If you must miss a lecture due to illness, family emergencies, earthquakes, volcanic eruptions, tsunamis, alien invasion, or other reasons, it is your responsibility to obtain notes from one of your fellow students. Lectures are designed to complement readings and will often provide much greater detail than the latter. As such, attendance is very important. I will not repeat lectures or post lecture notes on BlackBoard.

## **RESPONSE PAPERS**

For each of the five response papers students will choose one issue from *Taking Sides* from among those 15 issues in the volume *not* already identified in the course schedule below as a topic for class discussion. Typed, printed hard copies of all response papers are due by 5 pm on the date specified in the course schedule below. Email attachments are not permitted, and late assignments will lose points. I will provide students with guidelines for writing the response papers as the semester progresses.

## **CLASSROOM CONDUCT**

In the interests of promoting the best possible learning environment for all I require students to refrain from talking during lectures and to behave respectfully toward fellow students and myself during discussions and all other class activities. While students are welcome to use laptops for note taking purposes, web surfing, game playing and messaging are prohibited, and all other electronic devices (e.g., smartphones, cellphones, mp3 players) must be switched off. If you arrive late or need to leave early please do so as quietly and unobtrusively as possible. If for some reason you will need to arrive late/leave early on a regular basis (strongly discouraged!) please notify me of the circumstances ASAP.

## **BLACKBOARD**

The BlackBoard website for this course will play an important role in this class throughout the semester. For example, students will download the *primary source readings* from BlackBoard. Students can also use the Gradebook function of BlackBoard to keep track of the points they have accumulated throughout the semester. Should you lose your original hardcopy of the syllabus, you will be able to download a copy from BlackBoard, and guidelines for response papers will also be posted here. Additionally, I will often make use of the course website as a venue in which to post selected visuals from lectures, announcements, links to relevant internet history sites, and occasional news stories. As such, I strongly encourage students to familiarize themselves with BlackBoard as soon as possible.

## **FOR STUDENTS WITH DISABILITIES**

The University of Arkansas in Fayetteville makes every effort to offer equal educational opportunities for all students and is committed to improving the total university experience for students with disabilities. If you are a student with disabilities I am more than happy to provide all reasonable accommodations in line with this policy. Please note, however, that in order for me to do so, students must first register with the *Center for Educational Access* in order to establish eligibility and identify necessary accommodations. Detailed information on how to proceed can be obtained by visiting the home page of the Center for Educational Access at <http://cea.uark.edu/> or by calling the Center at: (479)575-3104.

## **INCLEMENT WEATHER POLICY**

This class will meet unless the University has cancelled all classes due to inclement weather or other emergencies. Students will receive notification of such closures through the University's RazALERT Emergency Notification System. For more information about this system see: <http://razalert.uark.edu/index.php>. In the unlikely event that I am not able to conduct class I will inform students of this fact via email and/or BlackBoard.

## **ACADEMIC HONESTY**

Academic misconduct of any kind, e.g., plagiarism (i.e., falsely representing the ideas of others as one's own without acknowledgement), cheating on examinations or sign-in sheets, or submitting the same assignment for two courses without prior approval, is unacceptable and can lead to serious and enduring consequences. Any act of plagiarism in written assignments or cheating on examinations will result in an automatic F for the assignment and possibly additional sanctions. As such I strongly encourage students to familiarize themselves with the University's statement on Academic Honesty available in the Catalog of Studies at the following URL: <http://catalogofstudies.uark.edu/2882.php>

## **APPROXIMATE COURSE SCHEDULE**

Below is a tentative schedule of topics, readings and activities for the semester. I reserve the right to alter this schedule as needs dictate. I will announce any such changes in class and via BlackBoard and/or email. Students are responsible for keeping abreast of this schedule and any changes made to it.

### **Week 1 (August 24, 26, 28)**

Read Tignor et al. Chapter 1: Becoming Human

### **Week 2 (August 31, September 2, 4)**

Primary Source Readings (see BlackBoard)

*Friday: Discussion 1 (Taking Sides): Did Homo Sapiens Originate in Africa?*

### **Week 3 (September 9, 11) NO Class Monday, September 7 (Labor Day!)**

Tignor Chapter 2: Rivers, Cities and the Rise of Complex Societies, c. 4000-2000 BCE  
Primary Source Readings (see BlackBoard)

*Response Paper #1* (Due Friday)

### **Week 4 (September 14, 16, 18)**

Primary Source Readings (see BlackBoard)

*Quiz #1* (Friday)

### **Week 5 (September 21, 23, 25)**

Tignor Chapter 3: Nomads, Territorial States, and Micro-Societies, 2000-1200 BCE  
Primary Source Readings (see BlackBoard)

***FRIDAY: EXAM I***

**Week 6 (September 28, 30, October 2)**

Primary Source Readings (see BlackBoard)

*Response Paper #2* (Due Friday)

**Week 7 (October 5, 7, 9)**

Tignor Chapter 4: First Empires and Common Cultures, 1200–350 bce  
Primary Source Readings (see BlackBoard)

*Quiz #2* (Friday)

**Week 8 (October 12, 14, 16)**

Tignor Chapter 5: Worlds Turned Inside Out, 1000–350 bce  
Primary Source Readings (see BlackBoard)

*Response Paper #3* (Due Friday)

**Week 9 (October 19, 21, 23)**

Tignor Chapter 6: Shrinking the Afro-Eurasian World, 350 bce–250 ce  
Primary Source Readings (see BlackBoard)

*Quiz #3* (Friday)

**Week 10 (October 26, 28, 30)**

Tignor Chapter 7: Han China and The Roman Empire, 300 BCE –300CE  
Primary Source Readings (see BlackBoard)

***FRIDAY: EXAM II***

**Week 11 (November 2, 4, 6)**

***Monday: Discussion 2 (Taking Sides):*** Were Internal Factors Responsible for the Fall of the Roman Empire?

Tignor Chapter 8: The Rise of Universal Religions, 300–600 CE  
Primary Source Readings (see BlackBoard)

*Response Paper #4* (Due Friday)

**Week 12 (November 9, 11, 13)**

Tignor Chapter 9: New Empires, and Common Cultures, 600-900 CE  
Primary Source Readings (see BlackBoard)

*Friday: Discussion 3 (Taking Sides):* Does the Modern University Have Its Roots in the Islamic World?

**Week 13 (November 16, 18, 20)**

Primary Source Readings (see BlackBoard)

*Quiz #4* (Friday)

**Week 14 (November 23) NO Class Wednesday/Friday (Fall Break!)**

Tignor Chapter 10: The World Becomes “The World,” 1000-1300 CE  
Primary Source Readings (see BlackBoard)

*Friday: Discussion 4 (Taking Sides):* Did Environmental Factors Cause the Collapse of Maya Civilization?

**Week 15 (November 30, December 2, 4)**

Tignor Chapter 11: Crises and Recovery in Afro-Eurasia, 1300-1500  
Primary Source Readings (see BlackBoard)

*Quiz #5* (Friday)

**Week 16 (Monday, December 7 Last Class)**

*Final Discussion (Taking Sides):* Did Christopher Columbus’ Voyages Have a Positive Effect on World History?

*Final Response Paper Due*

**FINAL EXAMINATION SCHEDULE:**

**Section:**

**001** (MWF 8:30 a.m. to 9:20 a.m.): **Saturday, December 12, 2009: 7:30 a.m. to 9:30 a.m.**

**002** (MWF 9:30 a.m. to 10:20 a.m.): **Thursday, December 10, 2009: 12:30 p.m. to 2:30 p.m.**

**003** (MWF 10:30 a.m. to 11:20 a.m.): **Saturday, December 12, 2009: 3:00 p.m. to 5:00 p.m.**

**004** (MWF 11:30 a.m. to 12:20 p.m.): **Saturday, December 12, 2009: 12:30 p.m. to 2:30 p.m.**

