A history of world civilizations offers a unique perspective on our collective history and provides a foundation for a diverse and broad understanding of the lives we lead today. This course delves into the history of civilizations found around the globe between the years 950 and 1750 CE. In this class we will look at the ideas and trends that exemplified various cultures—what they excelled at—as well as the difficulties they overcame. Examining their contributions and interactions on the larger world stage, it becomes clear that our collective history is not just the history of one continent, but a hodgepodge of views and ideas from around the world.

**General Education Goals, University-Level Competencies, and Student Learning Outcomes**

This course satisfies the historical perspectives, global perspectives, and arts and humanities requirements of the general education program.

Satisfied University-Level Competencies for undergraduate students include:

- First: Winthrop graduates think critically and solve problems
- Third: Winthrop graduates understand the interconnected nature of the world and the time in which they live
- Fourth: Winthrop graduates communicate effectively

The global learning component(s) of this course is/are the following: By its very nature, this course adheres to the Global Learning Initiative.
In order to achieve these goals, this course will have the following student learning outcomes:

*History Department Component Learning Objectives*

Students in this course are expected to achieve the following learning objectives of the History Department:

- (Department Outcome Two) History majors are personally and socially responsible. They demonstrate understanding of ethical dimensions of historical moments, processes, and developments
- (Department Outcome Four) History majors communicate effectively core themes, ideas, and subject matter, in both written and oral form

*Historical Perspective Component Learning Objectives*

Students in this course are expected to achieve the following learning objectives related to the historical perspective:

- Read, write, and speak standard English on historical topics
- Critically read significant primary and/or secondary sources on historical questions. Students should be able to understand their reading, as well as spoken and non-verbal messages
- Understand and practice rhetorical techniques and styles by speaking and writing on historical subjects. Speaking might include formal oral presentations, informal class discussion or small group discussions, or peer review. The writing component should include demonstrated writing competence appropriate to the level of the course. This should be demonstrated through a number of evaluated writing assignments
- Identify sound and unsound historical reasoning
- Demonstrate knowledge of diverse cultural, aesthetic, and/or intellectual viewpoints and milieus
- Demonstrate ability to “think historically,” i.e., they appreciate both the differences and the relationships between past and present and how past eras differ from one another
- Demonstrate an understanding of how historical change occurs and what causes it
- Articulate a philosophy of history or be able to use the “tools” of historiographical study and research
- Demonstrate knowledge of significant information specific to the topic, time period, or culture addressed
- Analyze, synthesize, and critically evaluate “difference” and the value of
diversity. Put in its most fundamental expression, students should be aware of and resist the easy temptation to equate “different” with “inferior” or “wrong”

- Demonstrate an appreciation of universal themes or “human constants” across historical periods; e.g., basic needs, gender relations, poverty, wealth, property relations, political movements, aesthetic values, and religious experience
- Demonstrate awareness of interrelationships that foster change among societies, regions, nations, and cultures
- Identify the root causes of historical changes or conflict and articulate methods of conflict resolution
- Demonstrate recognition of historical causes for present realities
- Demonstrate awareness of the impermanence of present circumstances and the inevitability of change in future realities
- Demonstrate knowledge of how artistic forms and expressions have changed over time periods, cultures, and disciplines
- Demonstrate understanding of the relationships among various art forms within their socio-historical contexts
- Critically evaluate the connections between the arts and society

**Humanities and Arts Perspective Component Learning Objectives**

Students in this course are expected to achieve the following learning objectives related to the humanities and arts perspective:

- Demonstrate knowledge of and appreciation for diverse intellectual and/or cultural viewpoints
- Critically evaluate diverse intellectual and/or cultural viewpoints
- Demonstrate knowledge of the history of the arts
- Demonstrate understanding of the relationships among various art forms within their sociohistorical contexts
- Demonstrate knowledge of and appreciation for diverse values and beliefs
- Critically evaluate those values and beliefs
- Examine their own values and beliefs
- Critically evaluate materials in a variety of formats (e.g., written, oral, visual, etc.)
- Gather information and to develop and effectively communicate ideas in Standard English

**Global Perspective Component Learning Objectives**

Students in this course are expected to achieve the following learning objectives related to the global perspective:

- To expose students to multiple perspective such as the influences of economic, historical, political, social, and cultural forces in the development and functioning
of the world
• To study the effects of such forces on particular countries, cultures, and geographic regions
• To apply critical thinking and analytical skills
• To recognize human diversity (both past and present)

This course conforms to the General Education guidelines by requiring four written assignments.

ASSIGNMENTS AND GRADE BREAKDOWN

There are three short papers as well as a mid-term exam and a final exam in this course. The three papers are due, in order, on Thursday, January 22nd, Thursday, February 12th, and Thursday, March 26th. All three papers (each 15% of the overall grade) should be one-to two-double-spaced pages (300 – 500 words) in length. The first two papers will be examinations of a primary document, an account of Abbasid Baghdad and an overview of the caste system in India, respectively. The third paper is a comparison between two letter exchanges—among Pope Innocent IV and the Mongol ruler Kuyuk Khan in the mid-thirteenth century and the Chinese Rites Contest, which comprised letters between Emperor Kangxi and Pope Clement XI in 1751). A mid-term exam (20% of the overall grade; Thursday, March 5th) will be in-class and the final exam will take place during the established final exam period (25% of the overall grade; Friday, May 1st at 8:00 AM). The final exam will be all essays. The mid-term exam will include identifications and a short essay or two. More detailed descriptions of the papers and exams will be posted online after the assignments are announced in class over the course of the semester. Class participation is 10% of the overall mark. Your overall class participation grade reflects regular attendance, which will be taken. Multiple unexcused absences will result in a reduced class participation grade. Abuse of the attendance policy (regular unexcused absenteeism) will result in a zero class participation grade. Much of the content on the mid-term and final exams will be provided in class discussions and lectures. Therefore, missing classes will not only result in a poor class participation grade, but also will make the exams more difficult.

Again, the breakdown of the overall grade is as follows:
Abbasid Baghdad Analysis  15% of grade  Thursday, January 22\textsuperscript{nd}
Caste System Source Analysis  15% of grade  Thursday, February 12\textsuperscript{th}
Mid-Term Examination  20% of grade  Thursday, March 5\textsuperscript{th}
Comparing Two Sources  15% of grade  Thursday, March 26\textsuperscript{th}
Final Exam  25% of grade  Friday, May 1\textsuperscript{st}
Class Participation  10% of grade

This course will be graded on a plus/minus basis. Each course component (the Ambassador Source Analysis, the Caste System Source Analysis, the Mid-Term Examination, the Final Examination, and Class Participation) will receive a letter grade. The numerical value of the letter grade is equal to the grade points listed in the Winthrop University Catalog (e.g., a C equals 2.0). Your overall mark will reflect a weighted average of those grades.

\textbf{READINGS}
Required Readings include:

- Duiker and Spielvogel, \textit{The Essential World History}, 7\textsuperscript{th} edition (one volume)

These books can be bought at the textbook store located within the DiGiorgio Campus Center. Other reading assignments will either be placed in the “Content” section of our Blackboard Website or handed out in class. We will often read documents in class, so make sure to check Blackboard to see what readings you should bring with you. There will also be an occasional article or book chapter assigned in addition to those listed on the syllabus.

\textbf{ADDITIONAL INFORMATION}
Students with Disabilities: Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this
course, contact the Office of Disability Services (ODS) at 803-323-3290. Once you have your official notice of accommodations from the Office of Disability Services, please inform me as early as possible in the semester.

Review the student code of conduct for university polices on academic misconduct. Academic misconduct will not be tolerated and will result in a failing grade on the assignment and/or in the course. The full handbook is available online at: (http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf)

All electronic devices (including cell phones) should be set to silent and kept in your book bag or purse throughout class time unless otherwise instructed. If such devices are seen at times when we are not using them as a class you will be counted absent.

This syllabus is tentative, and may be updated over the course of the semester. An up-to-date syllabus, reflects any changes, will be available on Blackboard.

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**TENTATIVE SCHEDULE OF CLASSES, READINGS, AND ASSIGNMENT DUE DATES**

**JANUARY**

**Week One:**
**Tuesday, Jan. 13th**
Introduction; Progress and Civilization
Readings: Essential World History, pp. 142-143

**Thursday, Jan. 15th**
Americas: Unique perspectives
Readings: Essential World History, pp. 144-153 (up to “The Aztecs”), pp. 157 - 160 (up to “The Inka) and pp. 163-166. We will read about the Aztecs and the Inka later in the semester.

**Week Two:**
**Tues., Jan. 20th**
Medieval Mediterranean
Americas: Unique Perspectives; What was Byzantium?
Readings: Essential World History, pp. 168-183 (to “Islamic Civilization”)

**Thurs., Jan. 22nd**
Early History of Islam and Islamic Military Expansion

**SOURCE PAPER # 1 DUE: ABBASID BAGHDAD ANALYSIS**

**Week Three:**

**Tues., Jan. 27th**

*Medieval Mediterranean Cultural Dissemination: Trade in Africa and the Middle East*


**Thursday, Jan. 29th**

*Africa and Islam; Byzantine Women, Muslim Women*

Readings: *Essential World History*, pp. 328-340 (up to “The Crises of the Fourteenth Century”). Comparing the treatment of women in Islam and Byzantium, primary documents found in Stearns, pp. 92-97 [I will make these documents available to you before our discussion]

**FEBRUARY**

**Week Four:**

**Tues., Feb. 3rd**

*Medieval Mediterranean and Asia Byzantine and Muslim Women; Early Europe: Vikings*


**Thurs., Feb. 5th**

*Early Europe: Climate Change and Western Identity*


**Week Five:**

**Tuesday, Feb. 10th**

*Medieval Asia Indian Spirituality; Bureaucratic Excellence (China)*

Readings: *Essential World History*, pp. 221-247; Bring Stearns pp. 43-44 (Indian Caste System to read in class)

**Thursday, Feb. 12th**

*Chinese Stability and Bureaucracy*


**SOURCE PAPER #2 DUE: INDIAN CASTE SYSTEM**

**Week Six:**

**Tuesday, Feb. 17th**

*Medieval Asia and Broad World Trends up to 1350 CE Natural Simplicity and Violence (Japan)*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>Thursday, Feb. 19th</td>
<td>The Mongols</td>
<td><em>Essential World History</em>, pp. 261-266 (up to “The Ming Dynasty”)</td>
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<td>Week Seven:</td>
<td>Larger World Trends up to 1350</td>
<td><em>Essential World History</em></td>
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<td>Tuesday, Feb. 24th</td>
<td>Black Death and Disease worldwide</td>
<td><em>Essential World History</em>, pp. 340-345 (up to “Recovery: The Renaissance”)</td>
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<td>Thursday, Feb. 26th</td>
<td>Western Identity Revisited: A View Toward the Horizon (Obtaining Desired Commodities through Aggression)</td>
<td><em>Essential World History</em>, pp. 345-349</td>
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<td><strong>March</strong></td>
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<td>Week Eight:</td>
<td>A WORLD IN TRANSITION</td>
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<td>Thursday, March 5th</td>
<td>MIDTERM EXAM</td>
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<td>Week Nine:</td>
<td>A WORLD IN TRANSITION</td>
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<td>Tuesday, March 10th</td>
<td>Spices and Slaves: Islam and Christianity Explore</td>
<td><em>Essential World History</em>, pp. 352-380</td>
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<td>Thursday, March 12th</td>
<td>Islam Flexes: The Ottoman Empire</td>
<td><em>Essential World History</em>, pp. 407-416 (up to “The Safavids”)</td>
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<td>Week Ten:</td>
<td>SPRING BREAK</td>
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<td>Tuesday, March 17th</td>
<td>Spring Break</td>
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<td>Thursday, March 19th</td>
<td>Spring Break</td>
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<td>Week Eleven:</td>
<td>ISLAM EVOLVES</td>
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<tr>
<td>Tuesday, March 24th</td>
<td>Islam Flexes: The Ottoman Empire Continued</td>
<td><em>Essential World History</em>, pp. 407-416 (up to “The Safavids”)</td>
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Thursday, March 26th  
**Muslim India: The Mughal Empire**  
Readings: *Essential World History*, pp. 416-431  
**SOURCE PAPER # 3 DUE: COMPARATIVE ANALYSIS**

**WEEK TWELVE:**  
Tuesday, March 31st  
**LOOKING WITHIN: THE QING DYNASTY**  
**The Ming and the Qing: Re-establishing the Greatness of Medieval China**  
Readings: *Essential World History*, pp. 266-268 and pp. 433-446 (up to “Tokugawa Japan”); “The Chinese Rites Controversy” and Kangxi’s “Sacred Edict” primary source Documents

**April**  
Thursday, April 2nd  
**Cultural Reformation: Rethinking European Identity**  
Readings: *Essential World History*, pp. 382-391 (up to “Europe in Crisis, 1560-1650”)

**WEEK THIRTEEN:**  
Tuesday, April 7th  
**LOOKING WITHOUT: EUROPEAN IDENTITY RECONSIDERED**  
Class (May Be) Cancelled

Thursday, April 9th  
**Government, Culture, and War: New Tools on the World Stage**  
Readings: *Essential World History*, pp. 391-404

**WEEK FOURTEEN:**  
Tuesday, April 14th  
**A NEW WORLD ORDER?**  
**Coffee**  
Readings: Stearns, pp. 211-217

Thursday, April 16th  
**The Scientific Revolution and the Enlightenment**  
Readings: *Essential World History*, pp. 460-464 and pp. 464-469; Stearns, p. XYZ, European science at the court of Emperor Kangxi

**WEEK FIFTEEN**  
Tuesday, April 21st  
**Russia and Japan: On the Fence Between Old World and New**  
Readings: *Essential World History*, pp. 400; 446-458

Thursday, April 23rd  
**Looking Within, Looking Without: Comparing Cultural Cohesion (pre-1350 and post-1350)**
May

**FINAL EXAM WILL BE HELD ON FRIDAY, MAY 1\textsuperscript{ST}, AT 8:00 AM**