

History 1111-09: Pre-Modern World History to 1400

MWF: 9:05 AM to 9:55 AM: SSB 2030

The Living and the Dead in the Ancient World

Instructor: Dr. Jamie McCandless

jmccandl@kennesaw.edu

Office: SO 4117

Office Hours: MW: 11:00 AM to 12:00 PM or by appointment

## COURSE DESCRIPTION

History 1111 satisfies one of Kennesaw State University's General Education program requirements. It addresses the General Education learning outcomes for the Social Sciences. This course is a survey of world history from origins to 1500. The course examines themes, events, trends, institutions, and ideas with a focus on global connections and interactions. For more information about KSU's General Education program requirements and associated learning outcomes, please visit [here](#). If the link is not working, please use this address:

[http://catalog.kennesaw.edu/preview\\_program.php?catoid=24&poid=2668](http://catalog.kennesaw.edu/preview_program.php?catoid=24&poid=2668).

Past societies were no less complex than our own and our ability to understand our own society is deeply entangled with those past societies. This is true to the extent that how we understand the past is largely based on how we try to see our own society. This course is meant to shape your ability to participate meaningfully in this conversation between past and present and to help you clarify how our society was produced by the efforts of people in others times and other places. As historians, we will examine this complex relationship through the methods of comparison, understanding the role of context in shaping societies, examining change and continuity, and taking a long-term look at specific developments called causality. For this class, we will focus our efforts on the theme of the relationship between the living and the dead in the ancient world.

## COURSE OBJECTIVES:

This course has five objectives. At the end of this course you will be able to:

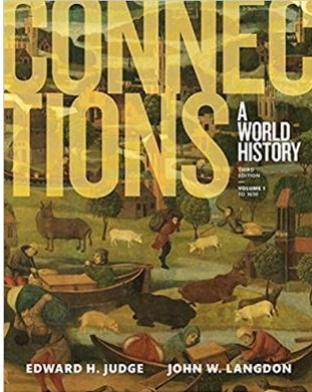
- 1) identify the major civilizations and historic forces that shaped world history in the period from origins to the 14<sup>th</sup> century CE. Your accomplishment of this objective is generally gauged by quizzes and exams.

- 2) identify a primary source, identify the general meaning of primary source texts, and synthesize different primary sources. Your accomplishment of this objective is assessed through group work and exams.
- 3) apply analytical terms and concepts to different developments in world history from origins to the 14<sup>th</sup> century CE. Your accomplishment of this objective is assessed chiefly through exams.
- 4) collaborate in groups to solve problems in historical thinking. Your accomplishment of this objective will be assessed through group work.
- 5) develop learning habits applicable to your future academic career. Your accomplishment of this objective will be assessed through reflection papers.

## STUDENT SUCCESS

There are four things you should do to succeed in this course. The first is to keep your lines of communication open with me. If you are having problems comprehending the materials, preparing for quizzes or exams, or having other issues that are making this course a challenge, then please let me know. My goal is to help you do your best in this class! Second, please keep yourself on track. Plan out your time during the week and set aside specific time, about five hours, to go over the readings, take notes, and perform other tasks that will prepare you for class and for the assessments. Third, please ask questions! Skills like critical thinking and critical reading develop when there is stimulation and often I don't see problems, alternative ideas, or assessments the way that you might. Never be afraid to ask questions. Fourth, please take the material seriously. The major assessments for this course, the exams, are tough and I ask you to perform tasks you may not be prepared to tackle without some practice. Please give yourself time to consider what we are doing in the course and how it applies in practice. If you participate, engage, prepare, and practice, you will succeed in this course.

## REQUIRED READING



Judge, Edward H. and John Langdon, *Connections: A World History*, 3<sup>rd</sup> edition, volume 1. Boston: Pearson Education Inc., 2016.

Paperback isbn: 978-0133841442

Loose leaf isbn: 978-0133849608

Other documents uploaded to the Desire2Learn website ([d2l.kennesaw.edu](http://d2l.kennesaw.edu)) and announced in class.

## PREREQUISITES

You are not required to have taken any other course prior to this class.

You must have regular access to the Internet in order to access material online through the D2L component of the course. Desire2Learn, or D2L, is the learning management system where information and assessments for this class are located. You can access this site by going to [d2l.kennesaw.edu](http://d2l.kennesaw.edu).

## ASSESSMENTS

**Quizzes:** Quizzes are meant as an assessment of how well you comprehend the basic information of the course and are aligned with Course Objectives 1 and 2. The quizzes will all be end-of-class quizzes that may consist of several questions that have objective answers or perhaps one question that asks you to think about the material in a more complex way.

**Short-Response Exercise:** Short-Response Exercises (SAEs) are exercises meant to help develop critical reading and critical thinking skills and are aligned with Course Objectives 2 and 4. These exercises can be divided into two types. First, there are primary source exercises that will require out-of-class preparation. If you have not performed the preparation, then you will not be allowed to participate. The second type are spontaneous short answer questions that you will perform wholly in class. We will perform around ten and one chief component for the grade will be participation.

Exams: Exams are summative exercises aligned with Course Objectives 1, 2, and 3. You will have access to the possible writing prompts and study guide for the exams one week ahead of the exam date. The essays will follow the five-paragraph standard essay format and will ask students to apply analysis to the material we have covered in this class. The exams may or may not be cumulative, depending on the question you chose to answer.

Reflection Papers You will compose one reflection paper on their work after the first two exams. This papers will ask you to consider what is most challenging in the class so far and how you might address that challenge. The goal of these papers is too improve your ability to self-evaluate, to identify your strengths and weaknesses, and plan to address areas that need improvement.

Attendance: Your attendance is calculated as a grade. Unexcused absences will count against your score. Absences will a valid excuse (medical emergency or approved university activity) will not count against your score. If you know ahead of time that you must miss a class, please let me know beforehand.

Scoring:

Quizzes: 15%  
Short Response Exercises: 25%  
Exams: 50-%  
Reflection Papers: 5%  
Attendance: 5%

A: 100- 90%  
B: 89-80%  
C: 79-70%  
D: 69-60%  
F: 59-

## EXTRA CREDIT, MAKE-UP EXAMS, EXTENSIONS

Extra credit is available by request and consists of one of four assignments, although you may only do one. Arrangements for extra credit must be made before the last week of class (Before December 2<sup>nd</sup>, 2019) and all extra credit must be turned in by the last week of class (December 6<sup>th</sup>, 2019). Late work, make-up work, or extensions will only be granted in cases of documented emergencies or other absences identified as excused absences according to KSU policies as understood by the instructor. Arrangements for make-up work **must be made within one calendar week of the assignment's original due date** or it will no longer be available for make-up. All questions regarding grading or scoring must be made before the last day of class.

## COURSE POLICIES AND EXPECTATIONS

### Attendance/Participation

You are expected to attend the lectures and to participate in class work in a meaningful way. You may be considered absent if you were not present for roll call at the beginning of class, if you arrive late or leave early without notifying the instructor of the cause *before class begins*, and if you seem unprepared for, or disengaged from, the course. The attendance register will be available to you through D2L and you are encouraged to ask questions.

You are wholly responsible for managing your enrollment in the class; non-attendance and/or verbal notice do not constitute a withdrawal.

**Electronic devices:** Laptops and other electronic devices are not permitted for regular class use unless a documented need is approved through the Office of Student Success. Persistent violation of this rule (e.g., texting during lectures) may result in penalties or expulsion from the class.

Why don't I allow laptops in my courses, when they can offer real benefits to students? Please view the following articles and consider proposing a counter argument:

Curzan, Anne. "Why I'm Asking You Not to Use Laptops," at *Lingua Franca: Language and Writing in Academe* from *The Chronicle of Higher Education*  
<http://www.chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/> accessed by Jamie McCandless on December 29th, 2016.

Fisher, Beth. "Laptop Use in Class: Effects on Learning and Attention," at *The Teaching Center*, accessed from Washington University in St. Louis:  
<https://teachingcenter.wustl.edu/2015/08/laptop-use-effects-learning-attention/> accessed by Jamie McCandless on December 29th, 2016.

Rees, Rick, "Use of Laptops in the Classroom: Research and Best Practices," at *Tomorrow's Professor Posting*, accessed from Stanford University  
<https://tomprof.stanford.edu/posting/1157> by Jamie McCandless on December 29th, 2016.

**Academic honesty:** Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C of the Student Code of Conduct addresses the university's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through

the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement. See the full [KSU Codes of Conduct](#).

**E-mail:** For legal reasons, the only email you should use in correspondence with the instructor is your Kennesaw State University Outlook account or the D2L email. Email sent from another address may not receive a response. Please note that an email sent from D2L will appear in the Outlook account but you cannot respond to that email in Outlook- you must respond to it through D2L. Emails sent from D2L will have the address @view.usg.kennesaw.edu.

**Special Needs:** Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Department of Student Success Services. Students requiring such accommodations are required to work with the University’s Department of Student Success Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. For more information, please visit their website, [www.kennesaw.edu/sds](http://www.kennesaw.edu/sds).

Contact information is as follows:

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SDS Email: [sds@kennesaw.edu](mailto:sds@kennesaw.edu)

Primary number for Kennesaw campus: [470-578-2666](tel:470-578-2666)

Primary number for Marietta campus: [678-915-7244](tel:678-915-7244)

## CALENDAR

Important dates:

Sept 9<sup>th</sup>: Labor Day: No class

Oct 9<sup>th</sup>: Last day to drop the class

Nov 25<sup>th</sup> to Dec 1<sup>st</sup>: : Fall break: No class

### **Week 1**

M 8/19: Orientation

W 8/21: SAE 1 Price of Carrots

F 8/23: Chapter 1 The Emergence of Human Societies

### **Week 2**

M: 8/26 Chapter 1 Agriculture and Complex Societies

W: 8/28 Chapter 2 Early Societies in West Asia

F: 8/30 Chapter 2 Early Societies in North Africa

### **Week 3**

M: 9/2: **Labor Day**

W: 9/4 Chapter 2: Nonconformists : Phoenicians and Israelites

F: 9/6 SAE 2 Primary Sources: “The Descent of Ishtar” and “The Osirian Cycle.” You will find these sources in the folder for Chapter 2 on D2L along with a worksheet. Please bring the worksheet to class, as it is your ticket to participate in the discussion. The worksheet must be typed.

### **Week 4**

M: 9/9 Chapter 3: Early India

W: 9/11 Chapter 3: Buddhism and Hinduism

F: 9/13 Caste systems, class systems, and historical forces

### **Week 5**

M: 9/16 Chapter 4: East Asia

W: 9/18 Chapter 4: The Intellectual Roots of the Chinese Empire

F: 9/20 Chapter 4: The Chinese Empire Qin and Han

## **Week 6**

M: 9/23 Chapter 6: Persia

W: 9/25 Chapter 6: Persia

F: 9/27 SAE 3: Read “The Garuda Purana” and “Hungry Shades” available in Module 3 in D2L. Come to class with the worksheet from D2L completed and printed.

## **Week 7**

M: 9/30 Exam 1 Wrapper Please look in the Module Titled “Exam 1,” and fill out the Exam 1 Wrapper

W: 10/2 **Exam 1**

F: 10/4 SAE 4 Primary Sources. Read “Excerpts from the Bible on the Afterlife,” available in Module 6 and come to class with the worksheet from D2L completed and printed.

## **Week 8**

M: 10/7 Chapter 7: The Greeks

W: 10/9 Chapter 7: The Peloponnesian War

F: 10/11 Chapter 7: The Hellenistic Age **Please bring the Exam 1 Wrapper 2 to class.**

## **Week 9**

M: 10/14 Chapter 8: The Roman Republic

W: 10/16 Chapter 8: The Roman Empire

F: 10/18 SAE 5: Read “Excerpts from the Greeks,” available in Module 7 on D2L and come to class with the worksheet from D2L completed and printed.

## **Week 10**

M: 10/21: Chapter 9: The End of the Western Roman Empire

W: 10/23 Chapter 9: The Germanic Successors

F: 10/25 Chapter 9: The Early Christian Church

## **Week 11**

M: 10/28: Chapter 11: The Origins of Islam

W: 10/30 Chapter 11: The Early Caliphates

F: 11/1 SAE 6: Read “A Tale of Doomsday Colum Cille Should Have Left Untold,” and “Pope Gregory and the Presence of Ghosts,” available in Module 9. Come to class with the worksheet from D2L completed.

### **Week 12**

M: 11/4: Chapter 12: The Expansion of Islam

W: 11/6 Chapter 12: Islam and Asia

F: 11/8 Cohesion, intolerance, and historical forces

### **Week 13**

M: 11/11: Chapter 14: China’s Reunification

W: 11/13 Chapter 14: Why the Song Dynasty Matters

F: 11/15 SAE 7 “The Koran and the Hadith on ‘another’s burden’” available in Module 11 and complete the worksheet assignment. Bring the completed and printed worksheet to class

### **Week 14**

M: 11/18 Chapter 16: Resurgence of the Christian West 1: Politics

W: 11/20 Chapter 16: Resurgence of the Christian West 2: The Church

F: 11/22 SAE 8: St. Guinefort. Read the primary source located in the Chapter 16 folder on D2L. There is no worksheet for this assignment.

**Fall Break: 11/25 to 12/1: No work is due**

### **Week 15**

M: 12/2 Identifying Historical Forces

W: 12/4 Why the West

F: 12/6 Exam 2 Preparation.

**Final Exam: W 12/11 8am to 10 am.**