

# World History



## Stone Age to Feudal Age

HIST:2120:0001 / IS:2120:0001  
University of Iowa – Fall 2020



Class Time: 11:00 am – 12:15 pm Tue Thu

Classroom: Online via Zoom

Lecturer: Michael Andrew Žmolek  
Office Hours: 3:10-4:40 PM Tues & Thurs  
(or by appointment)

Email: [michael-zmolek@uiowa.edu](mailto:michael-zmolek@uiowa.edu)  
Office: 169 Schaeffer Hall  
(319) 335-2574



DEO: Landon Storrs

Office: 276 Schaeffer Hall  
(319) 335-2303

## COURSE DESCRIPTION

The study of World History is an extraordinary journey, one that should elicit fascination and enthusiasm for the subject. While a survey course such as this one encompasses such a vast array of history that it is not possible to become engaged in studying the full complexity of each of the civilizations we shall examine, it is also true that few courses offer the opportunity to think about human history in its broadest totality or to gain a broader perspective on the evolution of early human societies.

| EVALUATION                         |                   |                                  |
|------------------------------------|-------------------|----------------------------------|
| <i>Assignment</i>                  | <i>Date</i>       | <i>Percentage of Final Grade</i> |
| <b>Participation</b>               | weekly            | 20%                              |
| <b>Quizzes</b>                     | weekly            | 10%                              |
| <b>Presentation or Book Review</b> | Thu Oct 29        | 10%                              |
| Presentation Proposal Due          | Tue Sep 22        |                                  |
| <b>Written Essay</b>               | Thu Nov 19        | 20%                              |
| Essay Proposal Due                 | Tue Nov 3         |                                  |
| <b>Mid-Term Exam</b>               | Thu-Sun Oct 15-18 | 20%                              |
| Review for Midterm                 | Tue Oct 13        |                                  |
| <b>Final Exam</b>                  | Thu-Thu Dec 10-17 | 20%                              |
| Review for Final                   | Thu Dec 10        |                                  |

**Textbooks** (available at the University Book Store: <http://www.hawkshop.com/>).

**CWH** = Judge, Edward H. and John W. Langdon. 2016. *Connections: A World History*, Volume 1, 3<sup>rd</sup> Edition, ISBN-10:0-13-384144-8 | ISBN-13: 978-0-13-384144-2

**CANVAS** = Supplemental Readings will be posted online on CANVAS.

## LEARNING OBJECTIVES

In the past, interaction between civilizations was limited by deserts or cut off entirely by oceans. Today, different societies and civilizations are becoming increasingly interconnected through trade and ever-improving communications technologies. Thanks to the emergence of the internet over the past two decades, a virtually limitless amount of historical data is available to each of us at the touch of a button. At the same time, the volume of new data from archaeological discovery concerning civilizations that were once obscure to us, such as the Maya or the Indus Valley Civilization, has also vastly increased. Becoming familiar with the ‘contours’ of world history will provide you with the mental framework for organizing an otherwise overwhelming amount of data about dozens of major civilizations and thousands of smaller societies.

As we move through time and space, you are encouraged to think of yourself as an explorer on a project of discovery. Because we will of necessity devote limited time to each society we discuss, this journey may seem like one involving multiple brief stops along the way. This should not deter you from thinking of this as a romantic journey, for if you find that a certain historical people catches your eye and fascinates you, you will have the opportunity to sustain that fascination throughout the course by making your ‘newfound love’ the topic for your writing projects. As you develop ideas for your essay by exploring one or more specific societies more carefully, you may discover things that you would like to share with others in the classroom, where together, we may be able to put what you have brought to our attention in context by considering the differences and similarities of past societies from one another as well as from the society we live in today.

By studying development and interaction between historical civilizations and the very meaning of the concept of civilization, this course will challenge students to develop critical thinking skills in terms of learning how to analyze, interpret and synthesize a variety of often complex data about very different societies, thereby also developing an appreciation for the methods and techniques of historical inquiry. This will include engaging in original texts from different historical societies to interrogate their meaning and articulating the result of these inquiries in written form.

Upon completion of this course, you will have developed your own mental framework of the contours of world history and a working familiarity with the social, political, economic, technological, religious and intellectual contributions of most of the world’s civilizations and cultures. This means that, going forward, you will be better prepared to make informed inferences and deductions about different societies by referring to their knowledge of world history rather than relying upon supposition. By the end of the course, you should have a general working knowledge of all the early societies in world history.

# WORLD HISTORY: Stone Age to Feudal Age

University of Iowa – Fall 2020

## EVALUATION AND ASSIGNMENTS

| Grading Scale |   |       |    |       |    |       |    |        |    |
|---------------|---|-------|----|-------|----|-------|----|--------|----|
| 59            |   | 67-69 | D+ | 77-79 | C+ | 87-89 | B+ | 98-100 | A+ |
| or            | F | 63-66 | D  | 73-76 | C  | 83-86 | B  | 93-97  | A  |
| below         |   | 60-62 | D- | 70-72 | C- | 80-82 | B- | 90-92  | A- |

|   |  |   |   |                       |                        |                          |                        |                         |                          |                        |                         |                         |  |  |
|---|--|---|---|-----------------------|------------------------|--------------------------|------------------------|-------------------------|--------------------------|------------------------|-------------------------|-------------------------|--|--|
| <p><b>In-Class Participation</b> <span style="float: right;"><b>20%</b></span></p> <p>Your participation in this class—by way of questions, comments and shared insights—are a vital part of the learning experience for all present. This portion of your final grade will be based upon how well you made substantive and positive contributions to classroom discussions, including producing discussion questions with your study group, and completed any homework or in-class exercises assigned.</p>   | <p><b>Study Groups</b></p> <p>At the outset of the semester we will form study groups of 3-5 students. Working with your classmates, your group will prepare discussion points in the form of: questions, comments or critiques about the readings for the week your group is assigned to present. Please make sure your name is next to any of the discussion points which you helped to write. While not a graded assignment, this will factor into your overall in-class participation score.</p>   |   |   |                       |                        |                          |                        |                         |                          |                        |                         |                         |  |  |
| <p><b>Online Quizzes (weekly)</b> <span style="float: right;"><b>10%</b></span></p> <p>Due by lecture time on most Tuesdays, Online Quizzes (OQ) are brief quizzes intended to stimulate your thinking so that you come to class prepared to contribute to the classroom discussion. You will log into ICON/Canvas and take a short quiz on the readings for the week.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid #ccc; padding: 2px;"><b>OQ#1: Due: 9/1</b></td> <td style="border: 1px solid #ccc; padding: 2px;"><b>OQ#5: Due: 9/29</b></td> <td style="border: 1px solid #ccc; padding: 2px;"><b>OQ# 9: Due: 11/3</b></td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;"><b>OQ#2: Due: 9/8</b></td> <td style="border: 1px solid #ccc; padding: 2px;"><b>OQ#6: Due: 10/6</b></td> <td style="border: 1px solid #ccc; padding: 2px;"><b>OQ#10: Due: 11/10</b></td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;"><b>OQ#3: Due: 9/15</b></td> <td style="border: 1px solid #ccc; padding: 2px;"><b>OQ#7: Due: 10/20</b></td> <td style="border: 1px solid #ccc; padding: 2px;"><b>OQ#11: Due: 11/17</b></td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;"><b>OQ#4: Due: 9/22</b></td> <td style="border: 1px solid #ccc; padding: 2px;"><b>OQ#8: Due: 10/27</b></td> <td style="border: 1px solid #ccc; padding: 2px;"><b>OQ#12: Due: 12/1</b></td> </tr> </table> | <b>OQ#1: Due: 9/1</b>  | <b>OQ#5: Due: 9/29</b>                      | <b>OQ# 9: Due: 11/3</b>                   | <b>OQ#2: Due: 9/8</b> | <b>OQ#6: Due: 10/6</b> | <b>OQ#10: Due: 11/10</b> | <b>OQ#3: Due: 9/15</b> | <b>OQ#7: Due: 10/20</b> | <b>OQ#11: Due: 11/17</b> | <b>OQ#4: Due: 9/22</b> | <b>OQ#8: Due: 10/27</b> | <b>OQ#12: Due: 12/1</b> | <p><b>IU Plagiarism Detection Test</b> <span style="float: right;">(Pass/Fail)</span></p> <p>You are required to visit Indiana University’s tutorial on How to Recognize Plagiarism at: <a href="http://www.indiana.edu/~istd/">www.indiana.edu/~istd/</a>. In order to pass this course you are required to submit: 1) a 1-2 paragraph summary of what you have learned from this site; or 2) the certificate with your name, email address and the unique ID number issued by the site upon successful completion of the test, in which case you will receive extra credit worth 1% of your final score.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid #ccc; padding: 2px;"><b>IU Test: Due: Tuesday, September 8<sup>th</sup> by midnight</b></td> </tr> </table> | <b>IU Test: Due: Tuesday, September 8<sup>th</sup> by midnight</b> |
| <b>OQ#1: Due: 9/1</b>   | <b>OQ#5: Due: 9/29</b>   | <b>OQ# 9: Due: 11/3</b>                     |   |                       |                        |                          |                        |                         |                          |                        |                         |                         |  |  |
| <b>OQ#2: Due: 9/8</b>   | <b>OQ#6: Due: 10/6</b>   | <b>OQ#10: Due: 11/10</b>                    |   |                       |                        |                          |                        |                         |                          |                        |                         |                         |  |  |
| <b>OQ#3: Due: 9/15</b>  | <b>OQ#7: Due: 10/20</b>  | <b>OQ#11: Due: 11/17</b>                    |   |                       |                        |                          |                        |                         |                          |                        |                         |                         |  |  |
| <b>OQ#4: Due: 9/22</b>  | <b>OQ#8: Due: 10/27</b>  | <b>OQ#12: Due: 12/1</b>                     |   |                       |                        |                          |                        |                         |                          |                        |                         |                         |  |  |
| <b>IU Test: Due: Tuesday, September 8<sup>th</sup> by midnight</b>  |  |   |   |                       |                        |                          |                        |                         |                          |                        |                         |                         |  |  |
| <p><b>Presentation</b> <span style="float: right;"><b>10%</b></span></p> <p>Choosing a topic that falls within the scope of this course, you will give a presentation to the class 3-5 minutes in length. You are encouraged to talk about the topic of your essay. Slides are not required, but if you choose to produce slides, we will need to work out the technical details in advance. If you choose not to present you may do a book review instead.</p> <p>Proposal <b>Due: Tue 9/22</b><br/>Presentations: <b>In-Class on Thu 10/29</b></p>  | <p><b>Book Report/Review</b> <span style="float: right;"><b>10%</b></span></p> <p>If you choose not to present, you may select a non-fiction book on a historical subject which falls within the scope of this class and write a book report/review. Be sure to clear the title with your instructor before proceeding. The ‘report’ part of this assignment involves given a brief (1-2 page) synopsis of the contents of the book. The ‘review’ part involves offering an appraisal of the work. An ‘A’ book report/review will be at least 4 pages in length.</p> <p><b>Due: Thu 10/29</b></p>  |   |   |                       |                        |                          |                        |                         |                          |                        |                         |                         |  |  |
| <p><b>Essay</b></p> <p>During the second half of the course, you will produce a written essay on a topic relevant to the course, drawing upon the sources you have gathered and the book you may have read for the report/review. An ‘A’ essay will be at least 5 pages in length. You are encouraged to turn in a proposal with a clearly worded thesis and an outline for feedback.</p> <p>Proposal <b>Due: Tue 11/3</b><br/>Final Draft <b>Due: Thu 11/19</b></p>  | <p><b>Exams (2)</b> <span style="float: right;"><b>30%</b></span></p> <p>You will take two exams in this course to test your comprehension of the material. may involve multiple choice, true-false, matching, definitions or short answer questions. The exams will be online and there will be a time limit. The exams will be open book by default.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid #ccc; padding: 2px;"><b>MIDTERM EXAM: Open: 10/15 Due: 10/18</b></td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;"><b>FINAL EXAM: Open: 12/10 Due: 12/17</b></td> </tr> </table> <p><b>Note:</b> Exams are not cumulative</p> | <b>MIDTERM EXAM: Open: 10/15 Due: 10/18</b> | <b>FINAL EXAM: Open: 12/10 Due: 12/17</b> |                       |                        |                          |                        |                         |                          |                        |                         |                         |  |  |
| <b>MIDTERM EXAM: Open: 10/15 Due: 10/18</b>   |  |   |   |                       |                        |                          |                        |                         |                          |                        |                         |                         |  |  |
| <b>FINAL EXAM: Open: 12/10 Due: 12/17</b>   |  |   |   |                       |                        |                          |                        |                         |                          |                        |                         |                         |  |  |

# WORLD HISTORY: Stone Age to Feudal Age

University of Iowa – Fall 2020

## COURSE SCHEDULE

## I. INTRODUCTION

Tue 8/25

### Introduction to World History

Introductions. Overview of the syllabus and course expectations, discussion of the learning objectives and format of the course, discussion of the development of World History as a discipline.

#### World

#### Human Evolution to the Stone Age: From Hunters and Gatherers to Agriculturalists

CWH: Ch. 1, pp. 1-18: 'The Emergence of Human Societies'

CANVAS: Landau: 'Rare skull sparks human evolution controversy'

## II. HEARTHS OF CIVILIZATION

[3500-1700 BCE]

|          |                        |   |                        |
|----------|------------------------|---|------------------------|
| Thu 8/27 | <b>The Andes</b>       | <b>The Norte Chico Culture and Caral</b><br><u>CWH</u> : Ch. 5, pp. 85-89: 'Origins and Arrival of the Amerinds'<br><u>CANVAS</u> : Haas and Creamer: 'Crucible of Andean Civilization' | <b>(3500-1800 BCE)</b> |
|          | <b>Indus Valley</b>    | <b>Harappan Civilization and the Early Vedic Period</b><br><u>CWH</u> : Ch. 3, pp. 43-49: 'Societies and Beliefs of Early India'  | <b>(3300-1300 BCE)</b> |
| Tue 9/1  | <b>Mesopotamia</b>     | <b>Sumer, Akkadia and Old Babylon   OQ#1 Due</b><br><u>CWH</u> : Ch. 2, pp. 19-27: 'Early West Asian Societies'   | <b>(3500-1700 BCE)</b> |
| Thu 9/3  | <b>Egypt and Nubia</b> | <b>Unification to Middle Kingdom</b><br><u>CWH</u> : Ch. 2, pp. 30-36: 'Early Northeast African Societies'<br><u>CANVAS</u> : Kitchen: 'The Chronology of Ancient Egypt'                | <b>(3500-1700 BCE)</b> |
|          | <b>China</b>           | <b>Xia and Shang Dynasties</b><br><u>CWH</u> : Ch. 4, pp. 64-69: 'The Origins of the Chinese Empire'<br><u>CANVAS</u> : Li: 'State of Emergency in Early China'                         | <b>(2852-1046 BCE)</b> |

## III. THE EXPANSION OF STATES AND CIVILIZATIONS

[1700-700 BCE]

|         |                    |  |                       |
|---------|--------------------|--|-----------------------|
| Tue 9/8 | <b>Greece</b>      | <b>Myceanae, Minoa and the Greek Dark Ages   OQ#2 Due</b><br><u>CWH</u> : Ch. 7, pp. 124-128: 'Early Greece'                                       | <b>(1700-750 BCE)</b> |
|         | <b>Phoenicians</b> | <b>Merchants of the Mediterranean</b><br><u>CWH</u> : Ch. 2, p. 37: 'The Phoenician Connection'<br><u>CANVAS</u> : Clifford: 'Phoenician Religion' | <b>(2000-500 BCE)</b> |

**Due: IU  
Plagiarism  
Detection  
Test**

## WORLD HISTORY: Stone Age to Feudal Age

University of Iowa – Fall 2020

|          |                      |   |                            |
|----------|----------------------|---|----------------------------|
| Thu 9/10 | <b>Hittites</b>      | <b>Old, Middle and New Kingdoms</b><br><u>CWH</u> : Ch. 2, pp. 27-29: 'Indo-European ... Hittite' & 'The Hittite Connection'  | <b>(1750-1180 BCE)</b>     |
|          | <b>Assyria</b>       | <b>Rise and Fall of an Empire</b>   | <b>(2100-1180 BCE)</b>     |
|          | <b>Babylon</b>       | <b>Hittite, Kassite and Assyrian Occupiers</b><br><u>CWH</u> : Ch. 2, pp. 29-30: 'Later Mesopotamia: Assyrians and Chaldeans'   | <b>(1700-605 BCE)</b>      |
| Tue 9/15 | <b>Egypt</b>         | <b>Hyksos, Kush, Libyan, Assyrian and Persian Occupiers</b><br>OQ#3 Due   | <b>(1700-332 BCE)</b>      |
|          | <b>Africa</b>        | <b>African Societies</b><br><u>CWH</u> : Ch. 13, pp. 242-247: 'Early African Societies'   | <b>(14,000-500 BCE)</b>    |
|          | <b>Hebrews</b>       | <b>The Emergence of Monotheism</b><br><u>CWH</u> : Ch. 2, pp. 38-40: 'The Israelites and Their God'   | <b>(1600-100 BCE)</b>      |
| Thu 9/17 | <b>India</b>         | <b>Vedic to Maurya: Emergence of Hinduism and Buddhism</b><br><u>CWH</u> : Ch. 3, pp. 50-55: 'The Religions of India' and 'Post-Vedic India'                                  | <b>(2000-185 BCE)</b>      |
|          | <b>China</b>         | <b>Zhou Dynasty and the Warring States Period</b><br><u>CWH</u> : Ch. 4, pp. 69-76: 'State and Society During the Zhou Dynasty' and 'The Classical Age of Chinese Philosophy' | <b>(1045-221 BCE)</b>      |
| Tue 9/22 | <b>Polynesia</b>     | <b>Wanderers in the Pacific</b>   OQ#4 Due  | <b>(1500 BCE-500 CE)</b>   |
|          | <b>North America</b> | <b>Amerinds of North America: Adena and Hopewell</b><br><u>CWH</u> : Ch. 5, pp. 89-92: 'The Amerinds of North America'  | <b>(1000 BCE-400 CE)</b>   |
|          | <b>Mesoamerica</b>   | <b>Olmechs and Pre-Classic Mayans</b><br><u>CWH</u> : Ch. 5, pp. 93-95: 'The Amerinds of Mesoamerica'   | <b>(1800 BCE-250 CE)</b>   |
|          | <b>South America</b> | <b>Chavín Culture</b><br><u>CWH</u> : Ch. 5, p. 100: 'South America: Societies of the Andes'  | <b>(2000 BCE- 200 BCE)</b> |

**Due:**  
Presentation  
Proposal

### IV. CLASSICAL ANTIQUITY: The Rise and Fall of Empires in Eurasia [700 BCE – 300 CE]

|          |                         |  |                      |
|----------|-------------------------|--|----------------------|
| Thu 9/24 | <b>Persia</b>           | <b>Median to Achaemenid Empires</b><br><u>CWH</u> : Ch. 6, pp. 105-116: 'The Persian Connection'           | <b>(678-336 BCE)</b> |
|          | <b>Classical Greece</b> | <b>Birthplace of Democracy</b><br><u>CWH</u> : Ch. 7, pp. 128-138: 'Archaic Greece' and 'Classical Greece' | <b>(750-338 BCE)</b> |

## WORLD HISTORY: Stone Age to Feudal Age

University of Iowa – Fall 2020

|              |                           |  |
|--------------|---------------------------|--|
| Tue 9/29     | <b>Hellenistic Greece</b> | <b>The Spread of Greek Knowledge and Culture</b>   OQ#5 Due (338-63 BCE)<br>CWH: Ch. 7, pp. 138-144: 'The Empire of Alexander...' and 'Connections and Conflicts...' |
| Thu 10/1     | <b>Rome</b>               | <b>Republic to Empire</b> (509 BCE - 313 CE)<br>CWH: Ch. 8, pp. 146-158: 'The Romans Connect the Mediterranean...'   |
|              | <b>Northern Europe</b>    | <b>Gaul and the Celts, Germania, Illyria, Dacia and the Slavs</b> (800 BCE – 9 CE)<br>CWH: Ch. 9, pp. 166-169: 'Germanic Societies...'                               |
| Tue 10/6     | <b>China</b>              | <b>Western and Eastern Han</b>   OQ#6 Due (221 BCE-208 CE)<br>CWH: Ch. 4, pp. 76-84: 'Birth' and 'Growth of the Empire under the Han...' and '...the Silk Road'      |
| Thu 10/8     | <b>Classical India</b>    | <b>The Early Middle Kingdoms</b> (185 BCE - 320 CE)<br>CWH: Ch. 3, pp. 55-58: 'India After Ashoka...'  |
| Tue 10/13    |                           | <b>Review of Parts I-IV</b>  |
| Thu 10/15-18 |                           | <b>Mid-Term Exam: Due Online by Sunday, Oct 18 at 11:59 pm</b>   |

### V. ROME'S THREE HEIRS

[300-1200 CE]

|           |                          |   |
|-----------|--------------------------|---|
| Tue 10/20 | <b>Rome</b>              | <b>Christianity Transforms the Roman World</b>   OQ#7 Due (313-476 CE)<br>CWH: Ch. 8, pp. 158-165: 'Roman Religion...' and 'From Golden Age...' |
|           | <b>Western Europe</b>    | <b>Collapse of Empire</b> (476-1105 CE)<br>CWH: Ch. 9, pp. 169-185: 'The Decline of the Western Roman Empire' etc.                              |
| Thu 10/22 | <b>Byzantium</b>         | <b>Continuation of Empire</b> (284-1240 CE)<br>CWH: Ch. 10, pp. 187-205: 'The Byzantine World'  |
|           | <b>Ethiopia</b>          | <b>The Kingdom of Axum</b> (100-960 CE)<br>CWH: Ch. 13, pp. 256-257: 'Ethiopia's Christian Kingdom'   |
| Tue 10/27 | <b>Arabia</b>            | <b>The Rise of Islam</b>   OQ#8 Due (100-750 CE)<br>CWH: Ch. 11, pp. 207-224: 'The Origins and Expansion of Islam'                              |
|           | <b>Maghrib to Persia</b> | <b>The Abbasid Caliphate</b> (750-1258 CE)<br>CWH: Ch. 12, pp. 225-234: 'Religion and Diversity...'   |
| Thu 10/29 |                          | <b>Presentations</b>  |

*Due:*

Book Report/Review

## WORLD HISTORY: Stone Age to Feudal Age

University of Iowa – Fall 2020

### VI. A MILLENIUM OF TURMOIL AND SPLENDOR IN SOUTH AND EAST ASIA [300-1200 CE]

|          |                             |  |
|----------|-----------------------------|--|
| Tue 11/3 | <b>India</b>                | <b>Gupta Renaissance to the Arrival of Islam</b>   OQ#9 Due (320-1206 CE)<br><u>CWH</u> : Ch. 3, pp. 58-63: 'The Gupta Empire...' and 'Indian Society...'<br><u>CWH</u> : Ch. 12, pp. 234-237: 'The Islamic Impact on India' |
|          |                             | <b>Southeast Asia</b> <b>The Rise of Kingdoms: Funan, Cambodia and Srivijaya</b> (0 – 1200 CE)<br><u>CWH</u> : Ch. 12, pp. 237-241: 'India's Influence on Southeast Asia'  |
| Thu 11/5 | <b>China</b>                | <b>The Cycle of Fragmentation and Unification</b> (221-1271 CE)<br><u>CWH</u> : Ch.14, pp. 262-277: '...Age of Disunity...' and '...Age of Preeminence'  |
|          | <b>Vietnam &amp; Korea:</b> | <b>The Influence of China on its Neighbors</b> (257 BCE – 1225 CE)<br><u>CWH</u> : Ch. 14, pp. 277-279: 'Vietnam..' and 'Korea and the Chinese Impact'   |
|          | <b>Japan</b>                | <b>Yayoi to the Golden Age of Nara to Kamakura Feudalism</b> (300 BCE - 1333 CE)<br><u>CWH</u> : Ch. 14, pp. 279-283: 'The Emergence of Japan'   |

### VII. ASIA UNDER MONGOL RULE AND AFTER [1200-1500 CE]

|           |                       |  |
|-----------|-----------------------|--|
| Tue 11/10 | <b>Central Asia</b>   | <b>The Cataclysmic Invasions of Turks and Mongols</b>   OQ#10 Due (1025-1368 CE)<br><u>CWH</u> : Ch. 15, pp. 284-306: 'Nomadic Conquests and Eurasian Connections' |
|           | <b>Southwest Asia</b> | <b>Mamluk Egypt, Ottoman Turkey and Safavid Persia</b> (1250-1517 CE)<br><u>CWH</u> : Ch. 17, pp. 329-342: 'Culture and Conflict...'                               |
| Thu 11/12 | <b>India</b>          | <b>The Delhi Sultanate</b> (1206-1526 CE)<br><u>CWH</u> : Ch. 17, pp. 342-348: 'The Mughal Empire'   |
|           | <b>Southeast Asia</b> | <b>Majapahit and the Rise of the Muslim Sultanates</b> (1200-1511 CE)  |
|           | <b>China</b>          | <b>Early Ming Dynasty</b> (1368-1500 CE)   |
|           | <b>Japan</b>          | <b>Kemmu Restoration and Muromachi Period</b> (1333-1573 CE)   |

### VIII. PRE-COLONIAL STATES IN AFRICA [900-1000 CE]

|           |                    |   |
|-----------|--------------------|---|
| Tue 11/17 | <b>East Africa</b> | <b>Nubia &amp; Abyssinia: Zagwe &amp; Solomonid Dynasties</b>   OQ#11 Due (900-1974 CE)<br><br><b>The Swahili Coast (Kenya, Tanzania, Mozambique)</b> (900-1900 CE)<br><u>CWH</u> : Ch. 13, pp. 257-259: 'The City-States of East Africa' |
|-----------|--------------------|---|

## WORLD HISTORY: Stone Age to Feudal Age

University of Iowa – Fall 2020

|                                      |   |                         |
|--------------------------------------|---|-------------------------|
| <b>West Africa</b>                   | <b>The Sudanic States</b><br><u>CWH</u> : Ch. 13, pp. 247-256: 'Islamic Africa and Spain',<br>'Trade Across the Sahara' and 'West African Kingdoms' |                         |
|                                      | <b>The Kanem-Bornu Empire (Chad)</b>  | <b>(700-1900 CE)</b>    |
|                                      | <b>Ghana or Wagadou Empire (Mauritania / Mali)</b>  | <b>(830-1235 CE)</b>    |
|                                      | <b>Mali Empire of the Mandinka (Mauritania / Mali)</b>  | <b>(1230-1340 CE)</b>   |
|                                      | <b>Songhai Empire (Mauritania / Mali)</b>   | <b>(1340-1591 CE)</b>   |
|                                      | <b>Takrur Empire (Senegal)</b>  | <b>(800-1235 CE)</b>    |
|                                      | <b>Wolof Empire (Senegal)</b>   | <b>(1360-1890 CE)</b>   |
|                                      | <b>The Hausa and Fulani Kingdoms (Niger / Nigeria)</b>  | <b>(800-1800 CE)</b>    |
|                                      | <b>Yoruba and Benin (Nigeria)</b>   | <b>(1440-1807 CE)</b>   |
|                                      | <b>Akan States (Ghana / Côte d'Ivoire)</b>  | <b>(1000-1957 CE)</b>   |
| <b>Central &amp; Southern Africa</b> | <b>Bantu Migrations:</b><br><u>CWH</u> : Ch. 13, pp. 259-261: 'The Bantu Connection'  |                         |
|                                      | <b>Kingdom of Kongo (Congo)</b>   | <b>(1390 – 1857 CE)</b> |
|                                      | <b>Kingdom of Zimbabwe (Zimbabwe)</b>   | <b>(1220-1450 CE)</b>   |

### IX. PRE-COLONIAL STATES IN THE AMERICAS

[600-1500 CE]

|                      |                      |   |
|----------------------|----------------------|---|
| Thu 11/19            | <b>North America</b> | <b>Anasazi and Desert Peoples; Cahokia and the Moundbuilders(600-1500 CE)</b><br><u>CWH</u> : Ch. 5, pp. 92-93: 'Mississippian Society'             |
| <b>Due:</b><br>Essay | <b>Mesoamerica</b>   | <b>Classical Mayan Society, Teotihuacán and The Toltec</b> (150 - 1200 CE)<br><u>CWH</u> : Ch. 5, pp. 95-100: 'The Maya of the Classic Period' etc. |
|                      |                      | <b>The Aztecs</b> (1325-1519 CE)<br><u>CWH</u> : Ch. 18, pp. 349-355: 'The Aztec Empire'  |
|                      | <b>South America</b> | <b>Nazca, Moche, Tiahuanaco, Huari and Chimor</b> (200 – 1300 CE)<br><u>CWH</u> : Ch. 5, pp. 100-104: '...Nazca, and Moche Societies' etc.          |
|                      |                      | <b>The Incas</b> (1438-1525 CE)<br><u>CWH</u> : Ch. 18, pp. 355-358: 'The Inca Empire'  |
| Tue 11/24            |                      | <b>THANKSGIVING BREAK: NO CLASS</b>   |
| Thu 11/26            |                      | <b>THANKSGIVING BREAK: NO CLASS</b>   |

## WORLD HISTORY: Stone Age to Feudal Age

University of Iowa – Fall 2020

### X. EUROPE: DARK AGES TO WORLD EXPLORATION

[1000-1600 CE]

|          |          |  |
|----------|----------|--|
| Tue 12/1 | Europe   | <b>Manorialism to Feudalism: The Middle Ages</b>   <b>OQ#12 Due (1050-1350 CE)</b><br><u>CWH</u> : Ch. 16, pp. 307-317: 'The Resurgence of the Christian West'   |
|          |          | <b>The Later Middle Ages: The Plague and the Renaissance (1300-1530 CE)</b><br><u>CWH</u> : Ch. 16, pp. 317-328: 'Fourteenth-Century Challenges' and 'The European Renaissance'  |
| Thu 12/3 | World    | <b>European Expansion: Early Colonialism (1415-1500 CE)</b><br><u>CWH</u> : Ch. 19, pp. 369-379: 'Global Exploration and Global Empires'   |
|          | Americas | <b>The New World: Conquest of the Americas (1517-1675 CE)</b><br><u>CWH</u> : Ch. 18, pp. 358-367: 'The Arrival of the Spaniards' etc.<br><u>CWH</u> : Ch. 19, pp. 379-390: 'The Spanish and Portuguese Empires' etc.<br>Due: Essays |

### XI. PEERING AHEAD: REFORMATION TO INDUSTRIAL REVOLUTION

[1500-1850 CE]

|           |        |   |
|-----------|--------|---|
| Tue 12/8  | Europe | <b>Reformation, Counterreformation &amp; the Thirty Years' War (1517-1648 CE)</b><br><u>CWH</u> : Ch. 20, pp. 391-404: 'The West in an Age of Religious Conflict...'          |
|           |        | <b>'Mercantilism' &amp; Europe's Different Paths out of Feudalism (1648-1850 CE)</b><br><u>CWH</u> : Ch. 20, pp. 405-412: 'The Globalization of Western Christianity...' etc. |
| Thu 12/10 |        | <b>Review of Parts V-XI</b>   |
|           |        | <b>Evaluations</b>  |
| 12/14-18  |        | <b>FINAL EXAM WEEK</b><br>Final Exam Due Online: Thursday, December 19 <sup>th</sup> by 12:59 pm  |

### POLICIES: PARTICIPATION

1. **Cameras On Please:** Please keep your cameras on, if possible, during live meetings via Zoom. We hope you have a camera on your computer so that when participating via Zoom your instructors and classmates can see you. The more of us who are visible, the more we can re-create the feel of a live classroom.
2. **Make-Up Assignments:** Online Quizzes cannot be re-taken after the date by or on which they are to be taken except in cases involving legitimate, documented reasons. An assignment sheet with Instructions may be found under the Course Materials module on Icon/Canvas.
3. **Collaboration:** You are encouraged to collaborate with your classmates in reviewing the reading material and discussing the course content. Exams and assignments, however, are an evaluation of how well you have comprehended and synthesized the course content as an individual. While you may discuss the essay questions you are given for assignments with your colleagues, you are expected to do the writing on all written assignments, quizzes and exams by yourself.

## WORLD HISTORY: Stone Age to Feudal Age

University of Iowa – Fall 2020

### POLICIES: ASSIGNMENTS

1. **Plagiarism:** You are expected to submit original work. Do not cut and paste material from your sources as you write, as this greatly increases the likelihood of plagiarism. Any string of text longer than seven (7) words that is lifted directly from a source that is not attributed to the original by adding “quote marks” *and* a citation constitutes plagiarism. Paraphrasing without including a citation is also plagiarism. Plagiarism is a form of cheating because it involves falsely indicating to the reader that you wrote something which you did not write. All written assignments are checked electronically for instances of plagiarism. Blatant cheating will result in a 0 for the assignment and will be reported to the University authorities. You will learn more about academic dishonesty (plagiarism) by completing the IU Test.
2. **Online Submissions Formatting:** All written assignments must be submitted via the ICON/Canvas Dropbox so that the text of your writing assignments may be compared against the web and other student papers to ensure academic honesty. For the electronic version, submit your file in a standard file format such as .pdf, .docx, or .rtf to be sure that your instructor can open it. Written assignments will be typed on plain white 8.5” x 11” paper using 12 point font (Times New Roman is preferred), using 1.5 line spacing and 1” margins. *Chicago Manual of Style* formatting is preferred but you may use any style manual you choose, or follow your own formatting style, so long as you are consistent.
3. **Late Penalties:** Assignments handed in by the on time will receive priority in terms of comments. No penalties will be assessed on late assignments during a grace period of 7 days. Thereafter, half a letter grade (5%) deduction will be assessed on any written assignment turned in more than 7 days late, increasing to a full letter grade (10%) after 14 days.
4. **Do Not Cite Reference Works:** Reference works such as *Encyclopedia Britannica* or *Wikipedia.org* provide general knowledge. You may take it for granted that your reader has access to information found here and therefore you do not need to include such reference works in your citations and bibliography; they will not count toward your minimum number of citations.
5. **Content:** There are many courses you can take if you wish to focus on Europe and European America. Since this is a World history course, your topic must involve non-European and non-American events and places.

### STUDENT RESOURCES

- **The Writing Center:** [www.uiowa.edu/~writingc/](http://www.uiowa.edu/~writingc/) helps all in the University community improve their writing, including attitudes and self-confidence about writing. We also assist with reading.
- **The Speaking Center:** [clas.uiowa.edu/rhetoric/for-students/speaking-center](http://clas.uiowa.edu/rhetoric/for-students/speaking-center) is available to help students who would like to work on any aspect of oral communication, including: effective classroom participation, delivering oral presentations, speech anxiety and much more.
- **Tutor Iowa:** [tutor.uiowa.edu/](http://tutor.uiowa.edu/) is an excellent resource to find academic assistance and mentoring for your University of Iowa courses.
- **UI Libraries:** have librarians on hand to help you succeed with your projects, while the website: <http://search.lib.uiowa.edu> is your gateway to finding resources.
- **JSTOR:** Guidelines for your written assignments may require a minimum number of scholarly sources. JSTOR is the world’s largest repository of scholarly articles and the first place to look for scholarly articles on your topic. From the University Libraries website, click ‘Databases’, select the letter ‘J’ and scroll to the bottom of the page and click on ‘JSTOR (Journal Storage)’. Log in using your hawkid at the prompt and click ‘Advanced Search’. Type in your key terms and check the ‘Articles’ checkbox to begin searching.

## UI and the College of Liberal Arts and Sciences INFORMATION FOR UNDERGRADUATES

### **Absences and Attendance**

Students are responsible for attending class and for contributing to the learning environment of a course. Students are also responsible for knowing their course absence policies, which will vary by instructor. All absence policies, however, must uphold the UI policy related to student illness, mandatory religious obligations, including Holy Day obligations, military service obligations, unavoidable circumstances or University authorized activities. Students may use the CLAS absence form to aid communication with the instructor who will decide if the absence is excused or unexcused. The form is on ICON in the top banner under "Student Tools." More information is at <https://clas.uiowa.edu/students/handbook/attendance-absences>.

### **Academic Integrity**

All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College's [Code of Academic Honesty](#). Misconduct is reported to the College, resulting in suspension or other sanctions, with sanctions communicated with the student through UI email. Visit this page for information: (<https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code>).

### **Accommodations for Disabilities**

UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, attention, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SDS). The student is then responsible for discussing specific accommodations with the instructor. More information is at <https://sds.studentlife.uiowa.edu/>.

### **Administrative Home of the Course**

The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and related policies. Other colleges may have different policies. CLAS policies may be found here: <https://clas.uiowa.edu/students/handbook>.

### **Class Behavioral Expectations**

Students are expected to comply with University policies regarding appropriate classroom behavior as outlined in the [Code of Student Life](#). This includes the policies and procedures that all students have agreed to regarding the Steps Forward for Fall 2020 in response to the COVID-19 pandemic. Particularly, all students are required to wear a face covering when in a UI building, including a classroom. In addition, the density of seats in classrooms has been reduced; in some instances, this will allow 6 feet or more between students while other cases, it may be less. Regardless, wearing a face covering and maintaining as much distance as possible are vital to slowing the spread of COVID-19. In the event that a student disrupts the classroom environment through their failure to comply with the reasonable directive of an instructor or the University, the instructor has the authority to ask that the student immediately leave the space for the remainder of the class period. Additionally, the instructor is asked to report the incident to the [Office of Student Accountability](#) for the possibility of additional follow-up. Students who need a temporary alternative learning arrangement related to COVID-19 expectations should contact [Student Disability Services arrangements/](#): +1 319-335-1462  
<https://sds.studentlife.uiowa.edu/fall-2020/covid-19-temporary-learning-arrangements/>

### INFORMATION FOR UNDERGRADUATES (continued)

#### **Class Recordings: Privacy and Sharing**

Some sessions of a course could be recorded or live-streamed. Such a recording or streaming will only be available to students registered for the course. These recordings are the intellectual property of the faculty, and they may not be shared or reproduced without the explicit **written** consent of the faculty member. Students may not share these sessions with those not in the class; likewise, students may not upload recordings to any other online environment. Doing so is a breach of the Code of Student Conduct and, in some cases, a violation of the Federal Education Rights and Privacy Act (FERPA).

#### **Communication and the Required Use of UI Email**

Students are responsible for official correspondences sent to the UI email address (uiowa.edu) and must use this address for all communication within UI ([Operations Manual, III.15.2](#)).

#### **Complaints**

Students with a complaint about an academic issue should first visit with the instructor or course supervisor and then with the Chair of the department or program offering the course; students may next bring the issue to the College of Liberal Arts and Sciences; see this page for more information:

<https://clas.uiowa.edu/students/handbook/student-rights-responsibilities>.

#### **Final Examination Policies**

The final exam schedule is announced around the fifth week of classes; students are responsible for knowing the date, time, and location of a final exam. Students should not make travel plans until knowing this information. No exams of any kind are allowed the week before finals with very few exceptions made (for labs, ESL and some world language courses, and off-cycle courses):

<https://registrar.uiowa.edu/final-examination-scheduling-policies>.

#### **Nondiscrimination in the Classroom**

The University of Iowa is committed to making the classroom a respectful and inclusive space for people of all gender, sexual, racial, religious, and other identities. Toward this goal, students are invited in MyUI to optionally share the names and pronouns they would like their instructors and advisors to use to address them. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University's Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity (<https://diversity.uiowa.edu/eod>; +1 319 335-0705 or ([diversity.uiowa.edu](https://diversity.uiowa.edu)).

#### **Sexual Harassment**

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, please see <https://osmrc.uiowa.edu/>.