

**DRAFT SYLLABUS  
FOUNDATIONS OF CIVILIZATION  
HISTORY 1030-080  
WINTER SESSION 2022: ONLINE ASYNCHRONOUS**

Instructor: Scott McDonough

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Course Website: <http://bb.wpunj.edu> [login with WPU id and password]

**Course Description**

This course provides broad coverage of the origins of human civilizations and their development through the 13<sup>th</sup> century CE in Europe, the Middle East, Africa, Asia and the Americas. Topics include: the comparative analysis of the origins of urban societies; the rise of imperial systems; the construction of ethnic, religious and philosophical identities; and conflict, trade, and communication among pre-modern societies.

**Course Prerequisites**

None

**Course Objectives**

- a.) To introduce students to major issues and events in global history up to the 13<sup>th</sup> century CE, such as the origins of urban societies; the rise of imperial systems; the construction of ethnic, religious, and philosophical identities; and conflict, trade, and communication among pre-modern societies.
- b.) To teach students to understand individual historical events and issues within the context of the interactions of peoples across different geographical regions up to the 13<sup>th</sup> century CE.
- c.) To enable students to ask meaningful questions about historical developments and events related to causation, significance, and continuity versus change, across a range of distinct geo-political and cultural contexts up to the 13<sup>th</sup> century CE.
- d.) To enable students to analyze and understand an array of primary sources and secondary literature drawn from diverse world cultures up to the 13<sup>th</sup> century CE by evaluating authorship, bias, context and accuracy.
- e.) To introduce students to different interpretive approaches or historiographical debates related to the understanding of events and issues in global history up to the 13<sup>th</sup> century CE.
- f.) To acquaint students with the pre-modern contexts of contemporary world issues in their political, social, economic, philosophical and spiritual aspects, up to the 13<sup>th</sup> century.

### **COVID-19 Health and Safety**

William Paterson University seeks to ensure the health and welfare of all in our community. A facial covering in class is optional at this time for vaccinated persons, although invited, and may be required at certain large attendance campus events or activities or in specific university spaces. A facial covering with weekly testing is required anywhere on campus for those who received an approved vaccination exemption as described on the University's [COVID website](#). The University has provided the instructor with a list of any students who are required to use one.

A required facial covering is one that protects or blankets your nose and mouth, fitting snugly and covering your chin per CDC guidelines. If you do not come wearing one, or remove it during class for a reason other than a quick drink or snack, you will be asked to put one on. If you do not comply, you will be asked to leave and are subject to disciplinary action by the Office of Student Conduct to whom I report an infraction. Sanctions for non-compliance can result in suspension and dismissal from the University.

The only exception to the above requirement for a student with an exemption of a facial covering is for a student who receives an Accessibility Resource Center (ARC) accommodation to be able to wear another form of face covering such as a face shield given specific breathing or other health related need.

Students who are sick or who are engaging in self-quarantine or isolation should not attend in person classes. Any student directed to quarantine or isolate by the Counseling Health and Wellness Center (CHWC) should:

- Notify the instructor in advance of the absence if possible;
- Report your symptoms or exposure to CHWC at [COVIDCHWC@wpunj.edu](mailto:COVIDCHWC@wpunj.edu).
- You will receive a note excusing you from in-person classes from CHWC. You must submit this note to me. CHWC will not send the notes on your behalf.
- Keep up with classwork as they are able; and
- Work with their instructors to try to reschedule assignments and exams, labs, and other critical academic activities.
- Return to campus only when cleared to do so by the CHWC. You will receive a note clearing you to return to in-person class. You are not to return to campus until YOU submit this note to me.

Adhering to the guidelines above are a matter of public health and community integrity, and the WP community views the adoption of these practices as a mark of good citizenship and respectful care for fellow classmates as well as WP faculty and staff. For more information, see the University's [COVID website](#).

**Course Requirements and Policies (sorry this bit is so long)**

- 1) READ THIS SYLLABUS CAREFULLY! If you don't understand, ASK FOR CLARIFICATION!
- 2) You are expected to do all course readings, from the textbooks, and any readings posted online (under "Course Readings"). I will not accept "I don't have the book" as an excuse.
- 3) Course readings are assigned EVERY DAY. Please complete the readings by the end of the day they are assigned, and be ready to discuss them online (i.e. with questions and comments) on that day.
- 4) Attendance will be based on your BlackBoard activity. Failure to post or interact on BlackBoard for a week will result in a grade reduction. Failure to post or interact on BlackBoard for two weeks will result in failure of the course.
- 5) You MUST post comments and questions on the BlackBoard discussion board A MINIMUM OF SEVEN (7) TIMES A WEEK. In general, I will expect your comments and questions on each day's assigned readings on the day they are due, or the day after.
- 6) Each week you should expect to produce approximately 500–700 words of writing in a MINIMUM of SEVEN (7) discussion board postings.
- 7) You must post AT LEAST ONE new topic or question of your own a week. Your other posts may follow up on existing topics on the discussion board (posted by the instructor or other students).
- 8) All discussion board postings should have substance (i.e. not simply, "I agree"). Please use discussion as an opportunity to INTERACT with the instructor and other students.
- 9) I will make myself available to comment on the discussion board on a daily basis, however you should generally give me 48 hours to respond to any post or email. I WILL NOT NECESSARILY RESPOND TO EVERY POST INDIVIDUALLY.
- 10) ONLINE DISCUSSION IS THE SINGLE MOST IMPORTANT COMPONENT OF YOUR GRADE.
- 11) I will post class lectures (from a previous semester's in-person classes) if you wish to view them in addition to the class readings. This is entirely optional. PLEASE NOTE THAT STUDENTS ARE NOT ALLOWED TO POST LECTURES without instructor permission.
- 12) All work: online quizzes, final, must be completed by the date due. Late work will not be accepted and graded without prior approval by instructor.
- 13) All work submitted in the course must be your own. All uses of other people's work must be documented, whether you quote, paraphrase, or borrow another person's ideas in any other way. Submission of work that is not your own (including copy-paste to discussion boards, etc.) is PLAGIARISM, and will result in an automatic failure for the course.
- 14) If you are having trouble keeping up with the class work due to illness or other extenuating circumstances, PLEASE TELL ME AS SOON AS POSSIBLE. I CANNOT HELP YOU IF YOU TELL ME AT THE TIME OF THE FINAL EXAMINATION.
- 15) If you have any questions, comments don't hesitate to or contact me. I want to make this class as valuable for you as I can, so I always welcome any suggestions to improve your class experience.

## **Coursework and Grading**

**Online Discussion 50%** — EVERY WEEK you will be expected to post the discussion board a MINIMUM of SEVEN (7) times. Your weekly posts should be:

- 1) AT LEAST ONE (1) question of your own, responding to material in the readings or lectures from the week.
- 2) Responses to my question prompts or posts by other students.

Your posts should be about a paragraph in length (approx. 100–150 words), make specific reference to class readings, and be substantial and thoughtful (i.e. not just “I agree”).

**Weekly Quizzes 30%** — Short online quizzes post weekly on Fridays. Quizzes may be a mix of short answer, map, and multiple-choice questions.

**Final Examination 20%** — Cumulative take-home final examination with essays and short answer questions, to be submitted through BlackBoard.

## **Textbook**

Adelman, Jeremy, et. all. *Worlds Together, Worlds Apart: A History of the World from the Beginnings of Humankind to the Present, Vol 1, 6E*. W.W. Norton: 2021. ISBN 9780393532067.

Additional REQUIRED readings (listed on syllabus) are posted on the class BlackBoard site.

## **Winter 2021 Schedule of Topics and Readings (subject to adjustment)**

### **January 3 (M) History Before “History”**

Adelman, *Worlds Together, Worlds Apart* 2–21  
Rachael Moeller Gorman, “Cooking Up Bigger Brains”  
Temple Grandin, “Dogs Make Us Human”  
“What Happened to the Neanderthals?”

### **January 4 (T) From the Neolithic Revolution to the First Cities**

Adelman, *Worlds Together, Worlds Apart* 21–53  
*The Epic of Gilgamesh* [Excerpts]  
The Standard of Ur

### **January 5 (W) The First Territorial States: Early Mesopotamia and Egypt’s Old Kingdom**

Adelman, *Worlds Together, Worlds Apart* 53–67, 83–84  
“The Curse of Agade”  
The Code of Hammurapi  
Ptah-Hotep, *Precepts*

### **January 6 (R) The First International Age and the First Dark Age**

Adelman, *Worlds Together, Worlds Apart* 88–105, 113–116, 120–126  
“The Amarna Letters”

### **January 7 (F) Empires of Iron: Assyria, Babylonia, and Persia**

Adelman, *Worlds Together, Worlds Apart* 132–153, 167–169, 172, 209–210

Assyrian Royal Inscriptions  
*Behistun Inscription*

**January 8 (Sa) The People of the Covenant: The Israelites**

Adelman, *Worlds Together, Worlds Apart* 153–154

*Hebrew Bible*

Genesis 1–3 (“The Creation”)

Exodus 19–23 (“The Covenant With God”)

1 Kings 16.29–19.18 (“Elijah the Prophet”)

2 Kings 17 (“The Destruction of Israel”)

Job 1–3 and 38–42, (“The Suffering of Job, God Answers Job”)

**January 9 (Su) The Greek City States (*Poleis*)**

Adelman, *Worlds Together, Worlds Apart* 151–152, 190–198, 212–213

Homer, *Iliad* (Excerpts)

Herodotus, “The Battles of Thermopylae and Salamis”

**January 10 (M) Ancient Athens: The Limits of Democracy**

Old Oligarch, *The Constitution of the Athenians*

Lysias, *On the Killing of Eratosthenes*

Thucydides, “The Melian Dialogue”

**January 11 (T) From Sicily to India: The Hellenistic Age**

Adelman, *Worlds Together, Worlds Apart* 216–228, 248–251, 254

Plutarch, *Alexander*

*Hebrew Bible*, 1 Maccabees, “Resisting Hellenism”

**January 12 (W) Society and Faith in Early India**

Adelman, *Worlds Together, Worlds Apart* 105–107, 154–158, 170–171, 185–190, 211–212

Asoka, “Three Edicts”

**January 13 (R) Buddhism and the Silk Routes**

Adelman, *Worlds Together, Worlds Apart* 228–252

“The Questions of King Milinda”

**January 14 (F) China: The Mandate of Heaven**

Adelman, *Worlds Together, Worlds Apart* 69–73, 84, 107–111, 158–162, 169–170, 173

**January 15 (Sa) From the Warring States to the Imperial China**

Adelman, *Worlds Together, Worlds Apart* 174–185, 210–211, 255–270

Confucius, *Analects*

Mencius, *Humane Government*

*The Legend of Meng Jiangnu*

**January 16 (Su) The Golden Age of China**

Adelman, *Worlds Together, Worlds Apart* 291–97, 313–322, 334–339, 356–365, 379–380

“The Debate on Salt and Iron”  
“The Journey of Faxian to India”  
*The Old Book of Tang*, “The Empress Wu”

**January 17 (M) The Roman Republic: City State to Empire**

Adelman, *Worlds Together, Worlds Apart* 227–228, 271–275, 292–293  
Livy, *History of Rome*, “The Rape of Lucretia and the Roman Revolution”  
Polybius, *Histories*, “On the Constitution of the Roman Republic”  
Diodorus Siculus, “On the Slave Revolt in Sicily”

**January 18 (T) From Britain to Egypt: The High Roman Empire**

Adelman, *Worlds Together, Worlds Apart* 275–287, 294–297  
Cicero, *Against Catiline I*  
Augustus, *Res Gestae*  
Tacitus, *Agricola* (Excerpts)

**January 19 (W) Second Temple Judaism and the Jesus Movement**

Adelman, *Worlds Together, Worlds Apart* 298–303  
Hebrew Bible  
    *Daniel*, “The Prophecy of Daniel”  
Josephus, *Antiquities of the Jews* and *The Jewish Revolt* (Excerpts)  
New Testament  
    *Gospel of Matthew*, “Sermon on the Mount”  
    Paul of Tarsus, *Epistle to the Romans*

**January 20 (R) From Persecution to Triumph: The Christian *Oikoumene***

Adelman, *Worlds Together, Worlds Apart* 303–314, 332–334  
Pliny the Younger and Trajan, *Exchange on Prosecuting Christians*  
*The Passion of Perpetua and Felicity*  
Eusebius, “The Conversion of Constantine to Christianity”  
Sources on the Life of Hypatia of Alexandria

**January 21 (F) The Peoples of the Book**

Adelman, *Worlds Together, Worlds Apart* 340–356, 366–381  
*The Quran* (Excerpts)  
*The Pact of Umar*