COURSE DESCRIPTION:

This course surveys major developments in world history up until around 1500. It will center on themes and topics until 1500 in order to familiarize students with world civilizations, and concepts such as cross-cultural interactions, migratory movements, ideologies/religions, foreign relations/conflict, and social/political/economic change and development.

This course will trace the development of world civilizations from the rise of the river valley civilizations to the age of global expansion in the 16th century. In tracing our past, beginning with the formation of the earliest city-states, this course will emphasize the distinctive histories and cultural values that shaped major regions while also highlighting the cross-cultural contacts that played equally important roles in shaping these early civilizations. How ancient and pre-modern societies adapted to their environments, organized their political economies, expressed themselves in art and philosophy and interacted with other peoples different from themselves will help us appreciate the dynamism of these ancient and pre-modern societies.

Terracotta Soldiers
**READINGS**


* Additional readings for the course will be placed on the course website Desire2Learn (D2L).

**COURSE REQUIREMENTS**

**Assignments**

**Participation:** Students are expected to come to class prepared to discuss the readings assigned for the day as well as complete in-class assignments.

**Attendance and Participation:** You are expected to attend all lectures and participate in class discussions and in-class assignments. As this is a lecture-based course irregular attendance will preclude the student from performing well in the course. It is important to note that class lectures are not a substitute for the readings and proper comprehension of both the readings and lectures are necessary to pass this course. You are allowed 3 unexcused absences; each additional absence will result in the loss of one point from your final grade.

**Exams:** There will be 3 exams for this course. The contents of the exams will be based on the lectures and the readings assigned for the period. The exams are not going to be cumulative. I will provide guidelines and study guides the week prior to the exam.

**Source Analysis Paper:** There will be one short paper (4-5 pages) assignment for this course. The paper will be based on the primary sources that will be provided to you for the assignment. In this assignment you will analyze an historical event and how people were affected by it. I will provide guidelines on this assignment via D2L and discuss the format of the paper in greater detail in class.

**Grading Policy:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>5%</td>
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<tr>
<td>Class Participation</td>
<td>5%</td>
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<tr>
<td>Exams</td>
<td>5%</td>
</tr>
<tr>
<td>Exam I</td>
<td>20%</td>
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<tr>
<td>Exam II</td>
<td>25%</td>
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<tr>
<td>Exam III</td>
<td>25%</td>
</tr>
<tr>
<td>Source Analysis Paper</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
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**Grading Scale**

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- 0-59 = F

*All assignments are due on the day mentioned in the syllabus.

No alternate (or "make-up") quizzes/exams will be offered. You must contact me prior to any excusable absence (medical, sport-related, etc.). Alternate and make-up exams will only be given for prior excused absences or in case of emergencies that prevent you from taking the exam on the assigned day. You will not be allowed to make-up for the exam unless you provide me with appropriate documentation verifying your absence.

Any late assignment will reflect in a lowering of your grade by 5% for each day they are late allowing for a maximum deduction of 30% of the total allotted points for that assignment.
TENTATIVE COURSE OUTLINE WITH ASSIGNED READINGS

Week 1

Monday, August 26  Course Introduction

Wednesday, August 28  Becoming Humans
                      Chapter 1

Friday, August 30  Continued

Week 2

Monday, September 2  City States: Structure and Order to a Society
                      Chapter 2

Wednesday, September 4  Continued

Friday, September 6  A Calculated Rule: Ancient Egypt
                      Chapter 2

Week 3

Monday, September 9  Harappa: Apocalypse or Utopia?

Wednesday, September 11  Continued

Friday, September 13  Harmonizing China’s Past

Week 4

Monday, September 16  Continued

Wednesday, September 18  Ancient Greece and Persia
                          Chapter 3

Friday, September 20  Continued

Week 5

Monday, September 23  Culture, Religion and Society
                      Chapter 4

Wednesday, September 25  Continued

Friday, September 27  Exam Review
**Week 6**

Monday, September 30  
EXAM I

Wednesday, October 2  
Society and Inequality  
Chapter 5

Friday, October 4  
Continued

**Week 7**

Monday, October 7  
Civilization in Africa and Americas  
Chapter 6

Wednesday, October 9  
Continued

Friday, October 11  
Traders and Travelers  
Chapter 7

**Week 8**

Monday, October 14  
Continued

Wednesday, October 16  
China and the World  
Chapter 8

Friday, October 18  
Continued

**Week 9**

Monday, October 21  
Islam: Empire of Faith  
Chapter 9

Wednesday, October 23  
Islam and a New World Order

Friday, October 25  
Continued

**Week 10**

Monday, October 28  
Exam Review

Wednesday, October 30  
EXAM II

Friday, November 1  
**Discussion of Paper Assignment**
Week 11

Monday, November 4  Byzantium & Saving the Roman Empire
Chapter 10

Wednesday, November 6  Continued

Friday, November 8  Continued

Week 12

Monday, November 11  Mongolians from the Steppes
Chapter 11

Wednesday, November 13  Continued

Friday, November 15  Continued

Week 13

Monday, November 18  Continued
**Essay Paper Due in D2L**

Wednesday, November 20  Suleiman the Magnificent
Chapter 12

Friday, November 22  Continued

Week 14

Monday, November 25-29  **Thanksgiving Holiday**

Week 15

Monday, December 2  The Renaissance: Europe’s Rebirth

Wednesday, December 4  The Beginning of a New World Order?
New World Discovery: Colonialism and Capitalism

Friday, December 6  EXAM III REVIEW

Week 16

Monday, December 9  EXAM III  (10:45 a.m. – 1:15 p.m.)
Program Learning Outcomes:

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

Student Learning Outcomes:

HIS 161 is part of the university’s Core Curriculum and as such strives toward both the general goals of the core and the specific objectives for the classes designed for inclusion in the Language, Philosophy, and Culture Foundational Component Area as defined by the Texas Higher Education Coordinating Board.

Courses in this Foundational Component Area of the Core focus on the ideas, values, beliefs, and other aspects of culture that express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

In addition to learning the above, as well as achieving competence in the assignment-specific objectives detailed earlier, students in HIS 161 will, through a variety of exercises and assignments, demonstrate the ability to:

- Think critically, which includes the ability to analyze, evaluate, and synthesize information about this period of history.
- Communicate effectively by developing and expressing ideas through written communication.
- Gain intercultural competence, a knowledge of civic responsibility, and an awareness of past human engagements in regional, national, and global communities.
- Understand the role that personal responsibility has played throughout history and gain the ability to connect choices, actions, and consequences to the making of ethical decisions.
- Assessment of these objectives at SFA will be based on student work from core curriculum courses. The chart below indicates the core objectives addressed by this course and the assignment(s) that will be used to assess the objectives in this course.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due</th>
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<tbody>
<tr>
<td>Critical Thinking</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>TBA</td>
<td>TBA</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical</td>
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Source Analysis Assignment
To measure the success of student acquisition of these mandated skills, one assignment during the semester will require critical analysis of an historical period or event in world history from the period since 1500. Each student will be provided a selection of primary and/or secondary sources to interpret and evaluate, place in historical context, and utilize to construct an analytical essay. The essay will require that students think critically about the sources, examine how individual choices and decisions influenced the course of history, and consider the ways in which people engage with regional, national, or global communities.

Completion of this assignment is required by the university and is an important component in the successful completion of this course. Further instructions will be provided at the appropriate time.

Explanation of credit hours awarded for course:
HIS 161 (World History I) meets for 150 minutes each week for 15 weeks and also meets for a 2 hours and 30 minutes final examination. Students typically have weekly reading assignments from a combination of textbooks, primary document collections, and supplemental materials (biographies, historical novels, memoirs, etc). Typical sections of the course require students to take 2-3 exams per semester, in addition to the final exam. Many also require students to take quizzes. Course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed. Combined, studying for quizzes/exams, doing the required reading, completing writing assignments, and consulting with course instructors average two hours of work outside the classroom for every hour spent in the classroom. Online sections of the course contain extensive written content within modules, and instructors hold "electronic office hours" to consult with students as needed, generally responding to student inquiries within twenty-four hours. Online course content includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 150 minutes per week. Besides engaging the material in the modules, online students have outside reading assignments similar to those mentioned above for face-to-face students. Thus, for every hour an online student spends engaging the content in the modules, he/she spends at least two hours completing associated activities and assessments.

Policies and Procedures

Academic Integrity
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf)

**Withheld Grades (Semester Grades Policy, A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Acceptable Student Behavior**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. The instructor will have full discretion over what behavior is deemed appropriate/inappropriate in the classroom. All cell phones must be turned off or put on silent or vibrate mode. Students are not to use their cell phones to text during class sessions.