HIST 2321-501: WORLD CIVILIZATIONS I
Spring 2024
ONLINE

Dr. Aryendra Chakravartty
Department of History
Liberal Arts North 355

Contact Information:
E-mail: chakravaa@sfasu.edu
Phone: 936-468-2149

Office Hours:
Tuesday: 9:30 -12:00
Wednesday: 9:30- 12:00
Available by email and zoom

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.

READINGS

*Course Reserve: Additional readings for the course will be placed on Brightspace
**COURSE REQUIREMENTS**

**Assignments**

**Exams:** There are TWO EXAMS for this course. The contents of the exams will be based on the module contents and the textbook. The exams are not going to be cumulative.

**Since the exams are online, there will be no study guide or review sheet.**

**Students will get a couple of days to take the exam at their convenient time. Hence there will be no extension of the exam deadline. There will be no make-up for missed exams.**

**Source Analysis Paper:** There will be one short paper (4-5 pages) assignment for this course. **Late submissions will be penalized.** The papers 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. The instructor will provide guidelines on this assignment via D2L Brightspace. **There will be no extension of the essay deadline.**

**Discussions:** In a discussion you have to think historically and use your own words to respond to a specific question. Responses must be substantive and reflect critical engagement with the course material. Please remember that the discussion board is an academic environment and should be treated as such; proper grammar, spelling, and syntax are expected. While your postings should be of sufficient length to address each question, your grade will be based not on the length of your postings and the content of your messages.

If you miss a discussion, you will not be allowed to make it up.

**Quizzes:**
Quizzes will consist of multiple-choice questions based on the assigned readings for the weekly modules. If you read, take notes, and engage with the material, you should have no trouble with these quizzes. Please note that the quizzes have time limits, and no quizzes will be accepted after the time has expired.

If you miss a quiz, you will not be allowed to make it up.

**Grade Breakdown:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grading Scale</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Exam 1: 100 points</td>
<td>441 - 490</td>
<td>= A</td>
<td></td>
</tr>
<tr>
<td>Exam 2: 100 points</td>
<td>392 - 440</td>
<td>= B</td>
<td></td>
</tr>
<tr>
<td>Source Analysis Paper: 100 points</td>
<td>343 - 391</td>
<td>= C</td>
<td></td>
</tr>
<tr>
<td>Discussions: 4 x 10 points = 40 points</td>
<td>294 - 342</td>
<td>= D</td>
<td></td>
</tr>
<tr>
<td>Quizzes: 5 x 30 points = 150 points</td>
<td>293 and below</td>
<td>= F</td>
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**TOTAL = 490 points**

**Attendance:** As this is an online course, you are expected to regularly participate and engage with the course content available on Brightspace.

**Student Learning Outcomes:**

HIST 2321 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
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 HIST 2321 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.

Explanation of credit hours awarded for course:
HIST 2321 (World Civilizations 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.

General Education Core Curriculum
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.
By enrolling in HIST 2321, you are enrolling in a Core Curriculum Course that fulfills the Critical Thinking, Written Communication, Personal Responsibility, and Social Responsibility requirements.

The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), and (b) How the required core objectives will be addressed.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed</th>
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<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Learn to think historically through critical assessment of primary and secondary sources.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
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<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
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<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Develop an awareness, understanding and appreciation for the varied cultures and communities.</td>
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<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
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Policies and Procedures

**Institution Absences (HOP 04-110)**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work
with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one's own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades Policy (5.5)

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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.
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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:

The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education
  www.sfasu.edu/thehub
  936.468.4008
  thehub@sfasu.edu

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741
### Tentative Course Schedule

Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course news or on the discussion board. All times listed are Central Standard Time.

**There will no make-up for missed assignments.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics to Be Covered</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>Introductions and Overview of the Course</td>
<td>• Read “Getting Started” content.</td>
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<tr>
<td></td>
<td>Module 1 Becoming Human</td>
<td>• Complete discussion “Introduce Yourself” by January 20 by 5.00p.m.</td>
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<td>• Finish reading Chapter 1 and module content.</td>
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<td>• Submit discussion response “Agricultural Revolution” by January 20 by 10.00 p.m.</td>
</tr>
<tr>
<td>WEEK 2</td>
<td>Module 2 River Valley Civilizations</td>
<td>• Finish reading Chapter 2 and module content.</td>
</tr>
<tr>
<td>October 22 – January 27</td>
<td></td>
<td>• Complete discussion “How to assess civilization” by January 27 by 10.00 p.m.</td>
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<td></td>
<td>• Complete Quiz “First Civilizations” by January 27 by 10.00 p.m.</td>
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<tr>
<td>WEEK 3</td>
<td>Module 3 Early Empires</td>
<td>• Finish reading Chapter 3 and Module content.</td>
</tr>
<tr>
<td>October 29 – February 3</td>
<td></td>
<td>• Finish Discussion response “Who does the past really belong to?” by February 3 by 10.00 p.m.</td>
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<tr>
<td></td>
<td></td>
<td>• Complete quiz “First Empires” by February 3 by 10.00 p.m.</td>
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<tr>
<td>WEEK 4</td>
<td>Exam 1</td>
<td>• Study for exam and take exam</td>
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<tr>
<td>February 5 – February 10</td>
<td></td>
<td>• Complete Exam 1 by February 6 10.00 p.m.</td>
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<tr>
<td></td>
<td>Module 4 Culture and Structures of Power</td>
<td>• Read Chapters 4, 5 and module content.</td>
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<td>• Complete Quiz by February 10 by 10.00 p.m.</td>
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<tr>
<td>WEEK 5</td>
<td>Module 5 Trade and Commerce</td>
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</table>
| February 12 – February 17 | • Read Chapter 7 and module content  
• Read primary sources for essay and essay instructions  
**Assignments deadline:**  
• Submit essay in D2L Dropbox by February 17 by 10.00 p.m. |

<table>
<thead>
<tr>
<th>WEEK 6</th>
<th>Module 6 Islam</th>
</tr>
</thead>
</table>
| February 19 – February 24 | • Finish reading Chapter 9 and module content  
**Assignments deadline:**  
• Finish discussion “Islam” by February 24 by 10.00 p.m.  
• Finish quiz “Islam” by February 24 by 10.00 p.m. |

<table>
<thead>
<tr>
<th>WEEK 7</th>
<th>Module 7 Mongols</th>
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</table>
| February 26 – March 2 | • Read Chapter 11 and module content  
**Assignments deadline:**  
• Complete quiz “Mongols” March 2 by 10.00 p.m. |

<table>
<thead>
<tr>
<th>WEEK 8</th>
<th>Exam 2</th>
</tr>
</thead>
</table>
| March 4 – March 6 | **Assignments deadline:**  
• Complete End-of-Semester Evaluation.  
• Take Exam 2 by March 6 by 5.00 p.m. |