

HISTORY 1500
World History to 1500

PROFESSOR:
EMAIL:
OFFICE:
OFFICE HOURS
ROOM:

TEXT

Worlds Together, Worlds Apart I, Concise 3E

COURSE DESCRIPTION

Survey of the history of the world from prehistory to 1500. It provides an examination of the major social, political, and economic themes, issues, and influences in the development of early world civilizations. Emphasis is global and comparative.

LEARNING OUTCOMES

- Demonstrate knowledge of the key social, political, economic, and cultural events, themes, issues and processes within world history and the ways they are imbricated.
- Write cogently, knowledgeably, and effectively about the history of world civilizations.
- Engage in the methods historians use to make sense of the past. That is, they will 1) analyze, interrogate, contextualize and interpret a variety of primary sources; 2) reason sequentially as they find causal relationships and identify the dynamic between change and continuity over time; 3) deduce historical

significance and draw conclusions; 4) construct strong historical narratives and arguments based on evidence.

- Compare and contrast the development of diverse world civilizations to be able to identify the a) formation of identity; b) connections between and among these that developed over time; c) diversity in power relationships throughout the world.
- Apply knowledge of the history of early world civilizations and traditions to contemporary issues and problems and be able to engage a diversity of perspectives about the past and the present.
- Sift through, collect, and use appropriate source material from the library and online and demonstrate how history builds on the work of others through proper and thorough attribution.

ASSIGNMENTS

ASSIGNMENTS	POINTS	% VALUE
Response papers @ 20 pts		
Short papers @30 pts		
Summative Papers @ 40 pts		
Midterm and Final @ 30 pts		
Reflection on Signature Assignment		3
TOTAL	300	100%

Grades are calculated by dividing the total points earned by the total points possible. This gives a percentage that corresponds to a letter grade.

A+ 100; A 93-96; A-90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 63-66; D- 60-62; E 0-59

Assignments include four Reading Responses, two Short Papers, and two Summative Papers, along with a Reflection Paper. There will also be objective tests—multiple choice—for the Midterm and the Final. Writing Assignments total

19 pages, and with the revised Signature Paper, 22 pages, which is 77% of the final grade; the tests make up the other 23%. The detailed instructions for each assignment along with its grading criteria are found on Canvas.

In grading papers, I look at the following criteria:

1. Correct Copy (Personal responsibility for clean copy, the assigned formatting, use of spelling and grammar checking tools.)
2. Clarity and Force (To write with forceful language means to avoid wordiness, vagueness. We avoid getting stuck and stay in the flow.)
3. Completed Ideas and Sequenced Flow (This refers to the sequenced flow of ideas and argument, so that the reader isn't left with the fragmented or the dross of the fragmentary.)
4. Full Engagement with the Readings (Students shouldn't pick and choose lightly from primary documents, textbook chapters, or class discussions of secondary source material. One tries to engage several readings.)
5. Appropriate Historical Contextualization (Students appropriately set primary documents in their own time and place.)

For Summative Papers (40 points), each of the 5 criteria would count for 8 points; for Short Papers (30 points), then 6 points; Response Papers (20 points), then 4 points.

For the **Reading Responses** students will provide a written response to primary documents. In some cases, these will be reading and visual responses. In others, students will respond according to specific prompts.

For the **Short Papers** students will be introduced to secondary readings and will use what they learned in the analysis of primary documents to bring the two together to better understand a specific topic.

The **Summative Papers** capture exploration, description, synthesis, and analysis. At least one will be designated as the Signature Assignment. Students will create and submit an outline for the first analysis paper. Each of the two Summative Papers may be submitted on the due date in draft form. I will read the paper and return it for revision. Revised papers will be due in one week after I return them.

The **Signature Assignment**, which is one of the two Summative Papers, will be uploaded to the student ePortfolio. For more instructions on how to prepare an ePortfolio, see the statement at the end of the syllabus.

For the **Reflection Paper**, students will reflect according to prompts on each of the summative papers.

Use your imagination as you read primary sources, textbook chapters, or articles shared with the class to situate yourself in unfamiliar territory, as if truly present in the past, and to make connections between the past and the present, between your own lives and circumstances and those that came before. Writing the papers will help students better understand the uses and abuses of the institutions of government, to discern the role of propaganda and persuasion, and to assess the rights and limits of free speech and free action in the modern world.

Because the papers respond to assigned and readily available primary and secondary sources, students need not use additional sources to address the historical setting of the documents or to analyze content. Should it be considered necessary to include a sentence or two placing a primary document in its historical setting, you will then be asked to include an apparatus of footnotes along with a photocopy or printout of each secondary source cited. On the printout, you will mark with a highlighter all words and phrases consulted or quoted. I will not grade any essays in which there are more than a couple sentences giving historical background, whether footnoted or not, or which draw loosely from Internet sources.

I grade all papers and essays on the following three criteria: substantive content (facts, dates), critical thinking skills (how you reason, analyze, compare and contrast), and communication (expression, argument, diction, and tone, and how you order, arrange, or link your ideas).

Formatting: Microsoft Word, 1.5 spacing, 14 point, Times New Roman or **Baskerville font. kk**

In class we often refer to the Perdue OWL, the Perdue Online Writing Lab: https://owl.purdue.edu/owl/purdue_owl.html, and to helpful manuals: William Zinsser, *On Writing Well*; Francis-Noel

Thomas and Mark Turner, *Clear and Simple as the Truth: Writing Classic Prose*.

READING ASSIGNMENTS AND CLASS SCHEDULE

Week One:

Harappan and Vedic India and P.I.E.

Readings: Chapter 3

Start draft of Pilgrimage Paper (draft 1.5 pages; completed paper 2 pages)

Week Two:

Mount Tai and Ise Jingu (Pilgrimage)

Chinese Mythology

Week Three:

China: Shang Dynasty

Chinese Philosophy; Chinese Empires

- Readings: Chapters 4, 5, 7 (China: Zhou, Qin, Han Dynasties)

Week Four:

Mesopotamia: Cities and Rulers

- Readings: Chapter 2 (Sumer and Akkad)

Turn in draft of Pilgrimage Paper, Sept. 14

Week Five:

Mesopotamia

Ancient Literature

Week Six:

Ancient Mediterranean

Gupta and Mauryan India

- Readings: Chapter 3 (Minoan and Mycenaean civilizations)
- Start draft of Ashoka paper (2.5 pages draft; 3 pages final copy)

Week Seven:

Ancient Israel and Phoenicia

Persia

- Readings: Chapter 4 (Persia and Ancient Israel)

Week Eight:

Systems of Democratic and Republican Government in the Mediterranean World
Cities and Civic Institutions of the Ancient World (Babylon, Jerusalem, Persepolis, Athens, Rome)

- Readings: Chapter 5
- Turn in draft of Ashoka paper (October 10)

Week Nine:

Ancient Egypt: Early Dynastic and Pyramid Age

Week Ten

Middle and New Kingdom Egypt and Meroitic Sudan

- Readings: Chapter 3 (Egypt)
- Midterm: Map Tests and Essay

Week Eleven:

Late Period Egypt

Week Twelve:

The Golden Age of China: Cosmopolitan Tang Dynasty

Korea's Three Kingdoms

- Readings: Chapter 9 (China; Korea)
- Start draft of Hojoki paper (2.5 for draft, 3 pages for final copy)

Week Thirteen:

Classical and Medieval Japan

- Readings: Chapter 9 (Japan)
- Turn in draft of Hojoki paper

Week Fourteen:

Islamic Conquest and the High Caliphates

- Readings: Chapter 9 (Caliphates)

Week Fifteen:

Islamic Caliphates in Africa and Spain

- Readings: Chapters 9 and 10
- Viking Age

Week Sixteen:

Reflection Paper (2 pages)

Final Exam: Essay (3 pages); Timeline Test

COURSE POLICIES

- **ACADEMIC HONESTY**

Honesty is expected of every SLCC student and is required in this course. Cheating, misrepresentation, plagiarism, and any form of dishonesty in academics are offenses that will be reported and will result in a failing grade on the exam, assignment, or other graded materials concerned. Students should review the published SLCC Academic Standards regarding forms of dishonesty and situations

that constitute academic misconduct. See Student Code of Conduct http://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf

Plagiarism is taking credit for another person's words, works, and ideas or failing to acknowledge that person's words, works, and ideas. If you borrow from someone else, you must give that person credit through proper citations. All information that is not common knowledge must be both cited and referenced. Any information that is not common knowledge that is not cited and referenced is considered plagiarism. All papers will be submitted to an online plagiarism detection service called Unicheck, which is embedded in Canvas. Cumulative matches of greater than 25% (excluding the bibliography and assignment instructions) will not be accepted and a score of zero (0) will be given for the assignment.

The first offense in which students are caught plagiarizing or cheating on assignments and tests will result in the failure of the assignment. A second offense may result in course failure.

We live in a time of access. Interlibrary loan can bring you, with help from WorldCat, any book or article published anywhere. Rare book collections throw wide their doors. The Internet opens floodgates. Documents, words, phrases, ideas, arguments, points of detail and of evidence are all in your hands. Society asks but one thing in return, that as you write, you also set down all sources you consult. Did you find a reference to a primary document in an article? Cite the document and thank the author of the article for pointing you to the document. Careful citation puts a spotlight on your originality.

Citation need not be laborious. Use parentheses, and place within them the title and the name of the author to whom you are indebted. Prepare a simple bibliography and make the citation style consistent. I prefer *Hart's Rules*, the Oxford manual of citation; others use MLA or Chicago styles—or craft their own.

- **ATTENDANCE, LATE SUBMISSIONS, EXTRA CREDIT**

Students who miss the first week of classes will be automatically dropped. If a student accumulates more than five unexcused absences, 10 points will be subtracted from the final exam.

After the due date, students have three days to submit a late paper without losing points. After the grace period, papers will lose 5 points per day.

Up to two extra credit papers, often including museum visits, are available upon request (30 points each, with same grading criteria as the Short Papers).

ACCOMODATIONS FOR PERSONS WITH DISABILITIES

The purpose of the Disability Resource Center is to facilitate access and inclusion and to provide reasonable accommodations for students with disabilities. Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA, should contact the Disability Resource Center (DRC). The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college. Please contact the DRC at the Student Center, Suite 244, Redwood Campus, 4600 So. Redwood Rd, 84123. Phone: (801) 957-4659, TTY: 957-4646, Fax: 957- 4947 or by <http://www.slcc.edu/drc/index.aspx>

EMERGENCY EVACUATION PROCEDURES

In case of emergency, see <http://i.slcc.edu/emergency-prepare/emergency-procedures.aspx>

GENERAL EDUCATION ePORTFOLIO STATEMENT

Each student in General Education courses at SLCC maintains a General Education ePortfolio. Instructors in every Gen Ed course will ask you to put at least one assignment from the course into your ePortfolio, and accompany it with reflective writing. It is a requirement in this class for you to add to your ePortfolio, and this syllabus details the assignments and reflections you are to include. Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio will then be a multi-media showcase of your educational experience. For detailed information visit: <https://www.slcc.edu/eportfolio>

Starting Fall 2016, all students new to SLCC will use Digication as their ePortfolio platform. Any students who have created ePortfolios prior to Fall 2016 on other platforms will be allowed to continue using those platform. You only need to create one ePortfolio for all your General Education courses. For Digication tutorials to get started, please go to:

<https://slcc.digication.com/slccnewdigicationhelpsite/beginning-tutorials>

After creating your ePortfolio, please link your ePortfolio URL to your MySLCC account by following these directions: copy the URL in the web address bar for your *Welcome page* (e.g. “slcc.digication.com/john-smiths-eportfolio”) > log into my.slcc.edu > click on the *Academics & Records* tab > locate the ePortfolio section on the bottom right-side of the page > click *Submit ePortfolio* > on the left side of the page under *General Education ePortfolio* click *Submit* > paste the URL for your ePortfolio’s *Welcome page* into the blank box underneath *Enter ePortfolio URL* > click *Save*.

If you would like in-person help with your ePortfolio please visit an ePortfolio Lab on the Taylorsville-Redwood, Jordan, or South City Campus during business hours, and staff will help you. No appointment necessary. You can also make an online or phone appointment with a lab specialist. For lab hours, locations, and appointments please look at the following site:

<https://www.slcc.edu/eportfolio/remote.aspx>

Questions regarding the ePortfolio can be directed to

<https://www.slcc.edu/eportfolio/contact.aspx>