

## Course Information

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### **World History to 1500**

HIST 1500-002

Fall 2025

Tuesday, August 26, Thursday, August 28

Introduction of course themes (Mesopotamia, Egypt, and so forth):

1. Sacral Kingship and Civilization
2. The City
3. Writing and Literature
4. Chocolate

September 2, 4

Readings: Begin textbook chapter 2 (Middle East) and the two websites listed for Ancient Egypt

Sumer and Akkad: Traditions, Culture, Religion

Egypt: Culture and Religion

September 9, 11

Egypt: Pyramid Age

September 16, 18

Middle Kingdom Egypt

Egyptian Literature

September 23, 25

Preterm September 25: Super Egypt

Readings: textbook chapters 2 and 5 (Middle East and Greek World)

Ancient Near East during the Iron Age

Ancient Near East and the Mediterranean World

September 30, October 2

Readings: textbook chapter 2 (India)

Harappan Civilization

Vedic India

October 7, 9

Readings: Iran Chamber Society: History and also textbook chapter 5 (The Greek World)

Persia: Achaemenids (Shah as King of Kings or Cosmocrator)

The Mediterranean World (Cities, Institutions)

Ancient Cities (virtual tours, videos, maps)

October 14, 16 \*16-17, Fall Break

Iran and Alexander the Great

October 21, 23

Mids I, Thursday October 23: Super PIE and IE (PIE = Proto-Indo-European and IE = Indo European Cultures and Languages)

Readings: Textbook Chapter 4 (East Asia) and readings and videos from Asia for Educators pages

East Asian Origins: China, Japan, Korea

Shang-Zhou Dynasties

October 28, 30

Readings: chapters 4 and 6 (The Roman World)

Qin-Han Dynasties

A Look at the Etruscans and the Romans in the Mediterranean World

November 4, 6

Readings: chapter 3 (India)

Buddhism

King Ashoka

November 11, 13

Thursday, November 13: Mids II Super Korea: East Asia, Origins and Myths; Ancient Cities

Readings: chapter 4 (East Asia) and also Asia for Educators (videos)

Tang and Sui Dynasties

Korean Kingdoms

Formation of Japanese State

November 18, 20

Classical and Medieval Japan

November 25, 27

Readings: chapter 10 (The Americas)

Precolombian Americas and Polynesia

December 2, 4

Maya: Sacral Kingship, Cities, Hieroglyphs, Art

December 9, 11

Maya (continued)

December 11: Final I: Super Japan--and Korea Annotated Timeline and Map

Final Exam II and Signature GE Assignment (Maya Cities: Palenque: see <https://whc.unesco.org/en/list/411/> and other class handouts) Super Mayao

## Course Section Information

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**Days:** Tuesdays and Thursdays

**Time:** 11:30 a.m. to 12:50 p.m.

**Campus:** AAB

**Classroom:** 235

## Course Description

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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.

Semester: All

## Course Prerequisites/Co-requisites

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None.

## Textbooks, Readings, and Course Materials

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**Authors: Berger, Eugene**

**Title:** World History: Cultures, States, and Societies to 1500

**Link:** <https://open.umn.edu/opentextbooks/textbooks/world-history-cultures-states-and-societies-to-1500>

**Title: Ancient Egypt Online**

**Link:** <https://ancientegyptonline.co.uk/>

**Title: Digital Egypt for Universities**

**Link:** <https://www.ucl.ac.uk/museums-static/digitalegypt/Welcome.html>

**Title: Iran Chamber Society (Cultural and Political History)**

**Link:** <https://www.iranchamber.com/>

**Title: Asia for Educators**

**Link:** <https://afe.easia.columbia.edu/>



**Authors: Jeremy Adelman, Elizabeth Pollard, Clifford**

**Rosenberg, Robert Tignor**

**Publication Date:** 2021-02-15

**Title:** Worlds Together, Worlds Apart

**Publisher:** W. W. Norton

**ISBN:** 9780393532029

For more information on textbook accessibility, contact Accessibility & Disability Services at [ads@slcc.edu](mailto:ads@slcc.edu).

## Course Student Learning Outcomes

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- Demonstrate understanding of the approaches and methods historians use to create knowledge about the past and how those methods compare and contrast to other disciplinary approaches and methods.
- Make connections between what is learned in this class and other bodies of knowledge and be able to explain how this course fits into a General Education.
- Analyze, interrogate, contextualize, interpret a variety of historical documents to learn the threshold concepts in History (History exposes a variety of perspectives; Documents are pieces of evidence, not just pieces of information; History uncovers knowledge through interconnections; The “otherness” of different eras; History is a product of the time in which it is written and is often co-opted for political, economic, cultural, religious, social, personal ends; Historical knowledge is provisional and ongoing; etc.)
- Reason sequentially, find causal relationships, identify the dynamic between change and continuity, and the historical meaning and significance in the events and human experiences they study in the course.
- Construct a well-crafted, analytical argument based on historical evidence and present it in a clear and effective manner.
- Speak and write cogently, knowledgeably, and respectfully about early World history and societies.
- Demonstrate knowledge of the geography of early World civilizations in being able to describe the regions empires, kingdoms or city-states within each region.
- Identify and organize the key social, political, economic, cultural, religious events, themes, issues, and processes within early World civilizations and demonstrate an understanding of the ways they are imbricated.
- Compare and contrast the development of diverse early World civilizations, find the connections between and among them that developed over time.
- Identify the points of integration (how processes of world history have drawn people of the world together) and difference (how patterns of world history reveal the diversity of the human experiences).
- Analyze the complex interplay between religion, space, language, and relation to power and how these forces facilitated the development of identity in early World

civilizations.

- Demonstrate an understanding of class, gender, and ethnic diversity within the various early World civilizations, and be able to discuss those differences in the various civilizations, as well as to identify the various ethnic groups within each civilization and the difficulties they encounter.
- Explain and analyze the key origins, basic beliefs, and diffusions of the early World's major religious traditions.
- Describe the meaning of significant early World civilization texts and assess how these sources both reflected and shaped beliefs and practices over time.
- Apply knowledge of the history of early World civilizations to contemporary issues and problems and be able to engage a diversity of perspectives about the past and the present in a civil and constructive manner.
- Examine the dynamics of power in and between early World civilizations, regions and dynasties including the role of nationalism, national myths, imperialism, economy, culture, religion and politics.
- Collect and sift appropriate source material in the library or online and demonstrate that the ethics and practice of history mean recognizing and building on the work of others and providing appropriate and thorough attribution.
- Post to an ePortfolio a signature assignment and reflection, the latter of which will provide evidence of understanding how the assignment or course fits into a General Education program.

## Assignment Schedule

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Due Date	Assignment Name	Assignment Type	Points
	<a href="#">Chapter 10 Becoming "The World," 1000- 1300 CE</a>	Quiz	72
	<a href="#">Chapter 11 Crises and Recovery in Eurasia, 1300-1500</a>	Quiz	68



Due Date	Assignment Name	Assignment Type	Points
	<a href="#">Chapter 12 Contact, Commerce, and Colonization, 1450-1600</a>	Quiz	68
	<a href="#">Chapter 5 Worlds Turned Inside Out, 1000-350 BCE</a>	Quiz	71
	<a href="#">Chapter 6 Shrinking the Afro-Eurasian World, 350-100 BCE</a>	Quiz	72
	<a href="#">Chapter 7 Han Dynasty China and Imperial Rome, 300 BCE-300 CE</a>	Quiz	75
	<a href="#">Chapter 8 The Rise of Universalizing Religions, 300-600 CE</a>	Quiz	72
	<a href="#">Chapter 9 New Empires and Common Cultures, 600-1000 CE</a>	Quiz	72
	<a href="#">Introduce Yourself</a>	Discussion	0
9/6/25	<a href="#">Chapter 2 Rivers, Cities, and First States, 3500-2000 BCE</a>	Quiz	72
9/13/25	<a href="#">Chapter 3 Nomads, Territorial States, and Microsocieties, 2000-1200 BCE</a>	Quiz	66

Due Date	Assignment Name	Assignment Type	Points
9/20/25	<a href="#">Chapter 4 First Empires and Common Cultures in Afro-Eurasia, 1250-325 BCE</a>	Quiz	70

## Coursework & Assignment Descriptions

Preterm I: Super Egypt (Thursday, September 25)

14 points possible

Short-answer ID test (both sentences and paragraphs).

The topic is Ancient Egypt (pharaonic regalia, Ma'at, gods and goddesses, pharaohs, cities)

Mids I (Tuesday, October 23)

Fourteen points possible

Super PIE and IE (including India and Iran)

Mids II (Thursday, November 13)

Fourteen points possible

Short Essays and short answer-ID combined test.

Super East Asia (Origins and Myths; Confucianism)

Final I (December 11)

Fourteen Points Possible

Japan and Korea Timeline (with Timeline annotated or glossary) and Map

Reflection (December 11)

A one or two page reflection, in which students reflect on preparing the signature assignment, is a good way to accrue extra class points.

Final II (Signature Assignment: Super Maya) (Starts December 4 and ends December 15)

Double Points

We will study a Maya capital (Palenque) and students will analyze documents, art, and architecture to complete the assignment.

Extra Credit Paper

Option for all September and October

Egyptian Literature: Middle Kingdom as Origin of World Fantasy and Fairy Tales

The Department policy for make-up exams is to allow a make-up exam on Reading Day. This semester the Reading Day is Friday, December 12.

Extra-Credit. In some cases I create extra-credit assignments for students. These would be similar in bearing to the assignments described above.

## Grading Scale

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Grading Scale, 0-20 points

This flexible scale allows for extra points.

17.5 A++

16 A+

15 A+

14 A

13 A-

12 B+

11 B

10 B-

9 C+

8 C

7 C-

6 D

5 E

## Engagement Plan

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- I will respond to email within a week. I will offer feedback on major assignments within a reasonable period, say two weeks. I'm willing to meet during office hours for feedback at any time. The best way to contact me is through the Canvas Inbox, as I will prioritize this method over other modes of communication.

- In this course I will be posting many Announcements about the assignments.

## General Education Information

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This course fulfills the above requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning.

General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

## How to Navigate to Canvas

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This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.

## Institutional Policies

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As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities,

academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

## How to Succeed in the Course

Attendance is the first key to student success. Participation in class is another.

A few students attend only a handful of sessions, perhaps because of jobs or other obligations.

Twelve or more unexcused absences cannot qualify for an A, B, or C+ grade. Further absences will lower the grade yet more.

We demand a vibrant and animated class atmosphere. Class sessions are vivid and lively. No PowerPoint exists in my classes.

Come prepared to respond to direct questions and other invitations to enter into class dialogue. Come prepared to write in a journal during class. Each student should be ready for direct questions. Such questions remain polite and friendly and aren't a demand for full answers or even correct answers. Questions are an invitation to participate.

## Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any

questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

## Course Content Advisory

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Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery
- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

## Advising and Counseling Support Services

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At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

## Student Academic Calendar

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As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

# World History to 1500

HIST - 1500 002