Sample Syllabus

History 103-104

This sequence of courses in World History provides broad, survey coverage of the history of the world from prehistory and the dawn of civilization to ca. 1500 (HI 103) and from ca. 1500 to the present (HI 104). Students will examine civilizations of the past and study how the peoples of each organized themselves as a culture. A principal theme will be causes and consequences of cultural change and diffusion. In addition to training students to think historically and to understand modes of thinking distinctive to the discipline of history, the course focuses on geographic knowledge as well so that students may come to know the world as a physical place. As foundation courses for beginning students of history, a main goal of this course is to provide a rudimentary level of understanding about world civilizations. Also, however, the course and its content serve as a vehicle for raising students' proficiency in basic skills such as reading, note-taking, writing, and oral communication. In other words, this course offers structured opportunities for students to begin to master the tools of learning. Student work in World History helps to lay the foundation for proficiency in such areas as critical thinking and reading, precision in written and oral communication, academic and professional ethics, and commitment to lifelong learning. The goal is to promote independent learning and the cultivation of skills that students can transfer to work in other courses and settings.

Learning Outcomes

Students who successfully complete HI 103 and HI 104 will be able to:

1. Demonstrate understanding of the place and role of the United States in world history (History and Culture #1).
2. Demonstrate understanding of the processes of globalization (History and Culture #2).
3. Identify cultures of the world and the components and practices that distinguish them from others (History and Culture #3).
4. Discuss ways in which groups of people define themselves in a geo-political sense (History and Culture #4).
5. Demonstrate understanding of how history influences collective or individual behaviors (History and Culture #5).
6. Appreciate a culture's distinctiveness either through texts or experiential contact (History and Culture #6).
7. Understand societies of the past as models for how human beings organize themselves for solving life's problems (History and Culture, #7).
8. Explain the fundamental principles of the U.S. Constitution (Citizenship, #2).
9. Differentiate among different forms of democracy (Citizenship, #3).
10. Describe the role of the military within the American democratic polity (Citizenship #4).

11. Discuss the historical origins of the "citizen-soldier," describe the current civil-military relations in the 21st-century U.S., and be able to compare civil-military relations in the U.S. to those of other countries (Citizenship #5).

Required Books

Jerry H. Bentley, Herbert F. Ziegler, and Heather E. Streets, *Traditions and Encounters: A Brief Global History*.

Supplemental readings, to be assigned by individual instructors, on the basis on particular themes emphasized in his or her sections.

Grading and Evaluation

There will be four so-called hourly examinations, each consisting of a mix of short answer items (40 percent) and an essay (60 percent). The fourth hourly examination will be combined with a comprehensive examination essay worth 10 percent of your mark and a test of general knowledge worth 5 percent to form the final examination. Also, periodically (at least six times during the semester, but no more than twelve) there will be a quiz covering recent reading assignments and class activities. There will also be major out-of-class writing assignments as well, which account for 15 percent of the final course grade. These assignments will be based on between 600 and 800 pages of outside reading, and result in papers totaling between six and nine pages in length. These papers must be well documented and show at least a modicum of effort and a minimal level of competence. Papers failing to meet these standards will be returned (without a grade) for rewrite, and late penalties will accrue until the paper is resubmitted. Late penalties are assessed at 10 percent of the point value of the paper per 24-hour period. Failure to complete any of the writing assignments with at least a modicum of effort and a minimal level of competence will result in a zero for the entire 20 percent of the course grade (200 of 1000 total points) allotted to formal, out-of-class writing assignments. Your oral contributions to class discussions are important. Discussions are participatory exercises, and to participate you must make informed oral contributions. I will call on students who do not readily volunteer their participation. Sleeping in class, inattentiveness to class activities, or disruptive behavior will result in a reduction of your class participation score. Class participation comprises 10 percent of your final mark.

Grades are assigned as the following basis: 90-100 percent = A; 80-89 percent = B; 70-79 percent = C; 60-69 percent = D; below 60 percent = F. The following breakdown shows the total point value and relative weight of each type of evaluative exercise used in this course:

quizzes—	150 points
class participation—	100 points
hourly tests—	400 points (4@100 points each)*
papers—	200 points
final examination—	150 points (GKS and comprehensive essay)*
total—	1000 points

* The fourth hourly examination and the final examination are administered simultaneously.

Additional Remarks

In a survey course such as this, it is not possible to include discussion of every issue raised by the textbook authors. Thus, students must work proactively to understand the major themes and generalizations developed in the textbook. Success in this course requires careful, conscientious, and timely reading of the assignments; virtually all evaluative exercises—quizzes, examinations, essays, etc.—will be based on assigned readings or material presented or discussed in class. To perform well it is vital that you read and learn actively, i.e., take notes on and think about the material you read. It is imperative that you have the reading finished on time. I reiterate for the sake of emphasis: success in this course requires that you read, comprehend, and retain the material in the text.

It is also important that you take notes on the material covered in class as well. Class activities typically include lectures, discussions, and presentations of audio-visual materials. Some of these activities are designed to highlight main themes and provide a general framework of ideas for understanding and interpreting the material. Others provide in-depth treatment of ideas and themes covered only cursorily by the readings. Always, the effort is to deepen and enrich your understanding of the periods and themes under consideration. In planning and conducting these various classroom activities it is assumed that students have completed the readings when due.

To organize and otherwise facilitate your note-taking, please purchase a loose-leaf notebook designed to hold standard 8 ½ X 11 lined, loose-leaf paper. This notebook will help you to organize your class handouts; reading notes, outlines, and summaries of Bentley/Ziegler; class notes, etc.

Late Work Policy and Classroom Rules

All written work assignments are due at the beginning of the class period on the day announced as the due date. Grades for work turned in late will be reduced by ten percent per 24-hour period of lateness.

Rules of the classroom: do not leave the classroom without my permission; do not sleep in class and do not lay your head on your desk; always be prepared to take notes, i.e., have your notebook open and a pen handy.

Sample Schedule, HI 103: **[green font = formative assessment (+ if printed without color); red font = summative assessment]**

Week 1: Introduction; GKS, &
Ch. 1, "The Foundation of Complex Societies"

Part I: The Early Complex Societies, 2500 to 500 B.C.E.

Week 2: Ch. 1 & Ch. 2, "Early African Societies" (Quiz 1) +

Week 3: Ch. 3, "Early Societies in South and East Asia" &
Ch. 4, "Early Societies in the Americas and Oceania" (Quiz 2) +

Week 4: Review & Hour Test 1 (HIC 3, HIC 5, HIC 6, and HIC 7) +

Part II: The Formation of Classical Societies, 500 B.C.E. to 500 C.E.

Week 5: Ch. 5, "The Empires of Persia" &
Ch. 6, "The Unification of China" (Quiz 3) +

Week 6: Ch. 7, "State, Society and the Quest for Salvation in India" &
Ch. 8, "Mediterranean Society under the Greeks and Romans" (Quiz 4) +

Week 7: Ch. 8 & Ch. 9, "Cross-cultural Exchanges on the Silk Roads"

Week 8: Review & Hour Test 2 (HIC 5, CIT 2, CIT 3, and CIT 5) +

Part III: The Postclassical Era, 500 to 1000 C.E.

Week 9: Ch. 10, "The Commonwealth of Byzantium" &
Ch. 11, "The Expansive Realm of Islam" (Quiz 5) +

Week 10: Ch. 11 & Ch. 12, "The Resurgence of Empire in East Asia"

Week 11: Ch. 13, "India and the Indian Ocean Basin" &
Ch. 14, "The Foundations of Christian Society in W. Europe" (Quiz 6) +

Week 12: Review & Hour Test 3 (HIC 3 and HIC 6) +

Part IV: An Age of Cross-Cultural Interaction, 1000 to 1500 C.E.

Week 13: Ch. 15, "Nomadic Empires and Eurasian Immigration" &
Ch. 16, "States and Societies of Sub-Saharan Africa" (Quiz 7) +

Week 14: Ch. 17, "Western Europe during the High Middle Ages" &
Ch. 18, "Worlds Apart: The Americas and Oceania" (Quiz 8) +

Week 15: Ch. 19, "Reaching Out: Cross-cultural Interactions" & Review

Sample Schedule, HI 104

Week 1: Introduction, GKS, &
Ch. 20, "Transoceanic Encounters and Global Connections"

Part I: The Origins of Global Inter-dependence

Week 2: Ch. 21, "The Transformation of Europe" (Quiz 1) +

Week 3: Ch. 22, "New Worlds: The Americas and Oceania" &
Ch. 23, "Africa and the Atlantic World" (Quiz 2) +

Week 4: Review & Hour Test 1 (HIC 3 and HIC 6) +

Part II: The Rise of Industrialized Societies

Week 5: Ch. 24, "Tradition and Change in East Asia" &
Ch. 25, "The Islamic Empires" (Quiz 3) +

Week 6: Ch. 26, "Revolutions and National States in the Atlantic World"

Week 7: Ch. 27, "The Making of Industrial Society" &
Ch. 28, "The Americas in the Age of Independence" (Quiz 4) +

Week 8: Review & Hour Test 2 (CIT 2, CIT 3, CIT 4, and CIT 5) +

Part III: The Destruction of the Old Order

Week 9: Ch. 29, "The Building of Global Empires"

Week 10: Ch. 30, "The Great War: The World in Upheaval" (Quiz 5) + &
Ch. 31, "An Age of Anxiety"

Week 11: Ch. 32, "Nationalism and Political Identities in Asia, Africa, and Latin America"
(Quiz 6) +

Week 12: Review & Hour Test 3 (HIC 1, HIC 3, HIC 5, HIC 6, and CIT 4) +

Part IV: A World without Borders

Week 13: Ch. 33, "New Conflagrations: World War II" &
Ch. 34, "The Bipolar World" (Quiz 7) +

Week 14: Ch. 34 & Ch. 35, "The End of Empire and the Emergence of a World without Borders"

Week 15: Ch. 35 (Quiz 8) + and Review

Final Examination (HIC 1 and HIC 2, essay; HIC 5 and HIC 7: essay)
Assessment Survey (HIC 3, HIC 4, HIC 6, CIT 2, CIT 3, CIT 4, and CIT 5: MCQ)