

San José State University
History Department
Hist1A-01 (23309), World History to 1500, Spring 2019

Instructor:	Prof. Allison Katsev
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Office Hours:	W 12:00pm-1:00pm; via email; and by appointment
Class Days/Time:	MW, 10:30AM-11:45AM
Classroom	DMH165

Faculty Web Page and MYSJSU Messaging

Course materials (the syllabus, quizzes, guidelines for assignments) may be found on the course website on Canvas. You are responsible for regularly checking email for important messages about the class.

Course Description

Introduces students to the world's regions and civilizations as interconnected entities. HIST 1A examines the growth and development of traditional civilizations to 1500. HIST 1B surveys the transformation of civilizations since 1500.

In this course, we will explore world history from its very beginnings to the eve of the modern era. Among questions we'll consider along the way: Why do humans come up with such a variety of ways of organizing themselves, and what patterns can we find across time and space? What have civilizations given us, and at what price? How do we interpret the alien ways and values of the distant past, and in what ways did that past lay the foundations for our present? What can we learn from the origins of the ties that bind us, and from old answers to eternal questions about how we should live our lives?

The course will involve significant student involvement in every class meeting. Issues will often be framed by a brief lecture at the beginning of class, but class time will be primarily devoted to grappling with key historical questions, whether through in-depth analysis of primary sources, or weighing the evidence presented in the textbook and elsewhere.

Course Goals and Student Learning Objectives

Course Learning Outcomes (CLO's)

Upon completion of this course, students will be able to:

CLO 1: identify major trends in World History until 1500. Students will learn to do this through guided discussions of the textbook and seminal primary sources .

CLO 2: Assess critically the legacies that pre-modern civilizations have left in the modern world. Students will learn this through guided discussion, as well as a group project and individual essays requiring in-depth analysis and broad synthesis.

CLO 3: Refine skills at critically analyzing a range of sources, reflecting different time periods, cultures, genres, and motivations . Students will learn this through assigned document investigations throughout the semester, on which they will receive oral and written feedback.

Required Texts/Readings

Textbooks

1) Robert W. Strayer and Eric W. Nelson, *Ways of the World, Volume One: Through the Fifteenth Century, Looseleaf*, Fourth Edition (ISBN 978-1-319-11321-6).

**Available for purchase at the Spartan Bookstore;
Also available on Course Reserve at King Library.**

NOTE: You can also use the second or third edition of *Ways of the World, Volume One*. You can check with me before ordering if you have questions.
(Do NOT get the first edition or volume two).

Classroom Protocol

You are expected to arrive to class on time. Do not use cellphones, texting, or email in class. You may bring food to class.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Course Requirements and Assignments

- 1) ONLINE CHAPTER QUIZZES DUE BY 10:00 AM ON THE DAY OF THE ASSIGNED READING (10% of grade):** 12 online quizzes, 10 questions each, covering each of the chapters assigned in *The Ways of The World*, available at our course website. The quizzes are open-book. You may use your book and notes, but you can't consult with other students. You'll have 20 minutes to complete the quiz, thus I suggest you read the whole chapter carefully before starting the quiz. Each quiz will be available 10 days before the reading is due, and must be completed by 10:00 AM on the day it is due. If you have questions about the correct answers for individual questions, make note of them. I'll be happy to answer such questions after the quiz is due.
Note: You cannot make up a quiz; but the two lowest scores are dropped.
- 2) EXAMS, MARCH 11 (20% of grade) AND APRIL 29 (20% of grade), IN CLASS:** Quote analysis, and short and long essays covering the themes of the past weeks. Each midterm will consist of three sections: 1) quotes from primary sources we discussed to analyze in terms of key issues of the class; 2) terms from "What's the Significance?" section at the end of each chapter to identify key features and significance in short essays; and 3) a longer essay in which you explore in more depth connections between phenomena. More details will be provided before the midterm exams.. **NO NOTES OR BOOKS, BUT YOU MAY BRING 1 PIECE OF NOTEBOOK PAPER (8 X 11) WITH HANDWRITTEN NOTES ON BOTH SIDES. YOU'LL TURN THE PIECE OF NOTEBOOK PAPER IN WITH YOUR EXAM.**
- 3) FINAL EXAM: WEDNESDAY, MAY 15, 9:45AM-12:00PM (5% of grade):** Bring 1 large green book (Essay question tying together all parts of the course). Details will be provided before the final exam.
- 4) FINAL ESSAY: DUE SATURDAY, MAY 18 AT 5:00PM(5-7 PAGES) (20% of grade)** (submit online through Canvas): For this essay, students will explore one key issue in world history across various time periods and regions (and connect that issue to at least one issue explored in another group presentation). Students will analyze additional primary sources and integrate them with the course texts. Specific requirements for the essay will be handed out in and discussed advance.
- 5) CLASS PARTICIPATION INCLUDING DOCUMENT INVESTIGATIONS AND GROUP PROJECT (25% of grade):**
 - You should come to class having done the assigned reading.For the textbook: As you read, take note especially on the terms listed under "What's the Significance?" at the end of each chapter. For each term, note what you consider to be key defining features and the historical significance(s). Don't just transcribe the views of the textbook. Instead think about what you find to be the most interesting features and explore why you think it is important (in terms of patterns? short term effects? Long

term repercussions?) We'll be discussing these in class, and you'll also share your views in your exams. [NOTE: Some of the terms are different in the 2nd and 3rd editions of the textbook. I have included in the "Files" a list of the terms from the 4th edition of the book.]

- Document Investigations due in class on days we read primary sources: Consists of typed, for each document: 1) author, title and date of document; 2) at least one paragraph responding to each pink squared question. A thoughtful answer will contain evidence, analysis of the evidence and your own interpretation of the significance of what you've shown in relation to the questions being asked. I'll collect one document investigation early in the semester to give you feedback, and also at least once more during the semester (Think of this as being similar in function to an occasional "pop quiz."). You will be graded with a "√" (satisfactory), "+" (exemplary), or "-" (unsatisfactory). Because the document investigations require you to interpret documents, you will be graded on thoughtfulness and effort, as well as accuracy. You'll turn them all in at the end of the semester as a portfolio. NOTE: While you can quote the document you are analyzing, the analysis itself must be in your own words.
- Portfolio due on May 13, 10:00AM on Canvas: Keep a digital copy of all of your document investigations. At the end of the semester, you'll submit them all as one document on Canvas.
- Group Project: In conjunction with your final written project, you will prepare an oral presentation on the same topic. The oral presentation will be a group project that will involve substantial work in preparation. You will be expected to work with the members of your group during class time and communicate with them outside of class to ensure that your group is prepared for your presentation on May 8. You will be assessed not only on the final product but also on the process by which you got there. Specific requirements will be made available and discussed well ahead of time.
- Extra Credit Opportunities (can raise your final grade by up to 2%): 1) Write a 3-page essay connecting a current news article or item of art or entertainment to issues and events studied in our class. The essay could explore various ways that knowledge of these past eras illuminates your thinking about this current moment; OR 2) Visit the Asian Art Museum in San Francisco (closed Mondays). Choose one or two pieces in their collection and write a 2-page essay putting the piece in the context of its times in such a way that you illuminate the significance of the piece. You are limited to one extra credit project. If you're interested in either of these options, come see me to work out the details.

Policy on Late Work: Late papers will be marked down 1/3 grade for each day late. For example, a B will be reduced to a B- if turned in one day late. I do not grant extensions except in cases of unforeseeable circumstances. If such circumstances arise, you should contact me immediately.

Assessment:

Central to the study of World History is the ability to use methods of the historian to identify, analyze and compare different historical perspectives and systems. Students will be assessed on their mastery of basic information from the textbook through chapter

quizzes. A portion of the class grade will be based on thoughtful analysis of a variety of historical sources, which will be assessed through in-class exercises and a long-term project. Students will also be expected to identify, synthesize and compare key phenomena in their essay and exams.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Grading Information

Grades on assignments will be regularly updated on Canvas. You can always email with questions about your current grade.

Letter grades are assigned as follows: 97-100: A+; 93-96.99: A; 90-92.99: A-; 87-89.99: B+; 83-86.99: B; 80-82.99: B-; 77-79.99: C+; 73-76.99: C; 70-72.99: C-; 67-69.99: D+; 63-66.99: D; 60-62.99: D-; Below 60: F

Weighting of Assignments: Quizzes: 10%; Participation (including group projects): 25%; Exams: 45%; Essays: 20%.

University Policies

The Office of Graduate and Undergraduate Programs hosts university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.” You will find all syllabus related University Policies and resources information listed on GUP’s [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Hist1A-01 / World History to 1500, Spring 2019 Schedule

The schedule is subject to change with fair notice via email and in class.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 28	Introduction: Why World History?
1	Jan. 30	<u>THEME 1: FROM STONE AGE TO CIVILIZATION</u> Being Human: Piecing together the clues

2	Feb. 4	<p>From Hunter/Gatherers to Civilization Reading: <i>Ways of the World</i>, Intro to Part 1: The Big Picture, AND Chs. 1 and 2 DUE BY 10:00AM: Online Quizzes on Ch. 1 and 2 at Canvas</p> <p>Note: For all textbook readings, use the terms from the "What's the Significance?" section at the end of each chapter to guide your reading. You should take note of what you consider to be key features and the immediate and long-term significance of each phenomenon. [NOTE: Some of the terms are different in the 2nd and 3rd editions of the textbook. I have included in the "Files" a list of the terms from the 4th edition of the book.]</p>
2	Feb. 6	<p>Considering the Evidence: What can/can't we know about life in the Stone Age? Reading: <i>Document 1.1 (on Canvas)</i>. DUE: Document Investigation (Document 1.1)</p> <p>NOTE: Document investigations consist of typed <u>for each document</u>: 1) author, title and date of document; 2) at least one paragraph responding to each pink squared question. A thoughtful answer will contain evidence, analysis of the evidence and your own interpretation of the significance of what you've shown in relation to the questions being asked. NOTE: It's fine to quote the document you are analyzing, but your analysis MUST BE IN YOUR OWN WORDS.</p>
3	Feb. 11	<p>Considering the Evidence: Obligations to Humans and Gods in Mesopotamia Reading: <i>Documents 2.1 and 2.2 (on Canvas)</i> DUE: Document Investigations (Documents 2.1 and 2.2)</p>
3	Feb. 13	<p><u>THEME 2: SECOND WAVE CIVILIZATIONS: THE CLASSICAL ERA (500 B.C.E. TO 500 C.E.)</u></p> <p>Civilizations Clash: The Ways of Persia and Greece Reading: <i>Ways of the World</i>, Intro to Part 2: The Big Picture, AND Ch. 3 DUE BY 10:00AM: Online Quiz on Ch. 3 at Canvas</p>

4	Feb. 18	<p>Considering the Evidence: Power and Authority in China and India Reading: <i>Documents 3.3 and 3.4 (on Canvas)</i> DUE: Document Investigations (Documents 3.3 and 3.4)</p>
4	Feb. 20	<p>New Visions in Ancient Civilizations Reading: <i>Ways of the World</i>, Ch. 4 DUE BY 10:00AM: Online Quiz on Ch. 4 at Canvas</p>
5	Feb. 25	<p>Considering the Evidence: What is a Good Life? Reading: <i>Documents 4.1-4.4 (on Canvas)</i>. DUE: Document Investigations: Last Name A-M: Documents 4.1, 4.2, Last Name N-Z: Documents 4.3 and 4.4</p>
5	Feb. 27	<p>The More "Civilized" the More Unequal? Reading: <i>Ways of the World</i>, Ch. 5 DUE BY 10:00AM: Online Quiz on Ch. 5 at Canvas</p>
6	Mar. 4	<p>Considering the Evidence: Women's Roles in Patriarchal Societies Reading: <i>Documents 5.1-5.3 (on Canvas)</i>. DUE: Document Investigations (Documents 5.1, 5.2, and 5.3)</p>
6	Mar. 6	<p>Could Civilization Look Different? America and Africa Reading: <i>Ways of the World</i>, Ch. 6 DUE BY 10:00AM: Online Quiz on Ch. 6 at Canvas</p>
7	Mar. 11	<p>Midterm Examination (covering themes 1 and 2) Bring 1 large green book. NO NOTES OR BOOKS, BUT YOU MAY BRING 1 PIECE OF NOTEBOOK PAPER (8X11) WITH HANDWRITTEN NOTES ON BOTH SIDES. YOU'LL TURN THE NOTEBOOK PAPER IN WITH YOUR EXAM</p>
7	Mar. 13	<p><u>THEME III: THIRD WAVE CIVILIZATIONS: AGE OF ACCELERATING CONNECTIONS (500-1500)</u></p> <p>World Webs Reading: <i>Ways of the World</i>, Part Three Introduction: The Big Picture, AND Ch. 7 DUE BY 10:00AM: Online Quiz on Ch. 7 at Canvas</p>

8	Mar. 18	Considering the Evidence: Encountering the Other Reading: <i>Documents 7.2 and 7.3 (on Canvas)</i> . DUE: Document Investigations (Documents 7.2, and 7.3)
8	Mar. 20	China in the World Reading: <i>Ways of the World</i> , Ch. 8 DUE BY 10:00AM: Online Quiz on Ch. 8 at Canvas
9	Mar. 25	Considering the Evidence: Being Japanese Reading: <i>Documents 8.2 and 8.4 (on Canvas)</i> . DUE: Document Investigations (Documents 8.2 and 8.4)
9	Mar. 27	The Worlds of Islam Reading: <i>Ways of the World</i> , Ch. 9 DUE BY 10:00AM: Online Quiz on Ch. 9 at Canvas
10	Apr. 1-3	Spring Break
11	Apr. 8	Considering the Evidence: Voices of Islam Reading: <i>Documents 9.1-9.4 (on Canvas)</i> . DUE: Document Investigations Last Name A-M: Documents 9.1, 9.2, Last Name N-Z: Documents 9.3 and 9.4
11	Apr. 10	At the World's Edge: Christendom Reading: <i>Ways of the World</i> , Ch. 10 DUE BY 10:00AM: Online Quiz on Ch. 10 at Canvas
12	Apr. 15	The Mongols and the World Reading: <i>Ways of the World</i> , Ch. 11 DUE BY 10:00AM: Online Quiz on Ch. 11 at Canvas
12	Apr. 17	Considering the Evidence: Getting to know the Barbarians? Reading: <i>Documents 11.1-11.4 (on Canvas)</i> .. DUE: Document Investigations Last Name A-M: Documents 11.1, 11.2, Last Name N-Z: Documents 11.3 and 11.4
13	Apr. 22	The Worlds of the 15th century Reading: <i>Ways of the World</i> , Ch. 12 DUE BY 10:00AM: Online Quiz on Ch. 12 at Canvas

13	Apr. 24	Considering the Evidence: Chronicles of the Incas Reading: <i>Document 12.2 (on Canvas)</i> . DUE: Document Investigation (Document 12.2)
14	Apr. 29	Midterm Examination (covering theme 3) Bring 1 large green book. NO NOTES OR BOOKS, BUT YOU MAY BRING 1 PIECE OF NOTEBOOK PAPER (8 X 11) WITH HANDWRITTEN NOTES ON BOTH SIDES. YOU'LL TURN THE PIECE OF NOTEBOOK PAPER IN WITH YOUR EXAM
14	May 1	Student Group Project Preparation Day This is a day to meet and plan with the students in your group.
15	May 6	Student Group Project Preparation Day This is a day to meet and plan with the students in your group.
15	May 8	Student Group Presentations DO NOT MISS CLASS!
16	May 13	Student Group Presentations DO NOT MISS CLASS! * <u>DUE ON CANVAS AT 10:00AM ON MAY 13: PORTFOLIO OF DOCUMENT INVESTIGATIONS EXAM</u>
Final Exam	WEDS, MAY 15, 9:45AM-12:00PM DMH165	* <u>MAY 15, 9:45AM</u> <u>IN-CLASS PORTION OF FINAL EXAM:</u> Bring 1 large green book (Essay question tying together all parts of the course). * <u>DUE ON CANVAS AT 5:00 PM ON SATURDAY, MAY 18: TAKE-HOME FINAL PROJECT(5-7 page essay, exploring one key issue in world history across various time periods and regions (and connecting that issue to at least one issue explored in another group presentation).</u>