Contact Information

Instructor: Dr. Mary Lynn Wilson
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Office Hours: Tuesdays/Thursdays 1030-1145
Class Days/Time: Tuesdays and Thursdays 1200-1315
Classroom: HGH 116
Prerequisites: Pass the Writing Standards Test, 100W, Upper Division Standing (60 Units), and Completion of Core GE
GE/SJSU Studies Category: Area V -- Culture, Civilizations, & Global Understanding
Instructor's Other Courses:
- Hist/PolS 15A -- MW 12:00-1:15 -- DMH 150
- Hist/PolS 15A -- M 6:00-8:45 -- DMH 150
- Hist 20A -- MW 10:30-11:45 -- DMH 167
- Hist 100W -- TTh 13:30-14:45 -- DMH 167

Canvas and mySJSU Messaging
Course materials such as syllabus, handouts, assignment instructions, and study questions can be found at Go to www.sjsu.edu/at/ec/ to sign in. You will need your 9-digit SJSU id number. You are responsible for regularly checking with the messaging system through MySJSU to learn any updates.

Course Description
This course is an interdisciplinary historical social scientific investigation of world civilizations from the dawn of humankind until 1750 C.E. This course covers all major civilizations until 1750. The impact of cross-cultural interaction is a recurring theme in the course. A variety of perspectives are emphasized in each period and region. Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units

Course Goals and Learning Objectives
After completing this course the student will be able to:

1. Appreciate human expression in cultures outside the United States.
2. Understand how human expression has developed over time.
3. Understand how cultures develop distinctive features and interact with other cultures.
4. Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and attitudes of people from cultures outside the United States.
5. Identify the historical context of ideas and cultural traditions outside the United States and how they have influenced American Culture.
6. Explain how cultures outside the United States have changed in response to internal and external pressures.
7. Write at least a 10-page paper.
8. Understand the diversity of the World.
9. Discuss controversial issues in a sensitive and civil manner.
10. Research at least three cultures to present to the class.
11. Describe historical, social, cultural, economic, and political characteristics of the world prior to 1750 C.E.
12. Contrast differing perspectives about historical events, social phenomena and cultural assimilation and resistance with regard to the developing communication and trade networks in the period under investigation.
13. Recognize the knowledge of the past is socially constructed and related to the location of the individual in space and time.
14. Analyze, interpret and evaluate evidence related to the cultural and historical analysis of art and art objects in world history.
15. Write critically and introspectively about historical objects in their place and time on the earth, using proper syntax, structure, and mechanics.
16. Participate in and evaluate teaching and learning activities, which model appropriate curricula in world history and civilization.
17. Find age-appropriate resources for different cultures and periods.
18. Work with a group to research different cultures and present cultures to the class.
19. Plot on a map geographic entities.
20. Recognize where and when cultures have existed in time and space.
21. Present complicated material in an accessible and easy to understand manner.

Required Texts/Readings

Textbooks


The books can be purchased at any bookstore or online. They are available on campus at the Spartan Bookstore.

**Other Expenses:**
You will have some copying expenses. Please save $25-$40 for copying your lesson plans, activities, and maps for the class. You will also need to save money to go to a museum this semester. This could be free or cost as much as $30.

**Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in *University Policy S12-3* at http://www.sjsu.edu/senate/docs/S12-3.pdf.

**Chapter Quizzes:**
Each student is responsible for the information in the World History textbooks. The first ten minutes of every group presentation day will consist of a 10-20 question quiz. These quizzes will be closed note and book quizzes. These quizzes will only be offered the first 10 minutes of class. If you come late, you will only have the time left for the whole class. If you come after 10 minutes, you will miss the quiz. Each quiz is worth 10 points. All electronic gear must be stowed during the quizzes or you will not receive credit for the quiz. The Chapter quizzes fulfill student goals 1-6, 8, and 11-14.

**Map Tests**
The map tests will be in-class, closed-book exams. These exams will be map identification exams. Each group presenting will specify between 5 to 10 important places for the class to identify. After every six chapters, all these important places are possible places to be plotted on the map tests. The places will be indicated by the students on a blank map provided by the instructor. These tests are graded on the accuracy of the placement of the places on the map. Map Tests 1-3 will fulfill student goals 6, 11, 13, 19, and 20.
Group Teaching Project:
During the second class session, all students will be assigned to three groups. Each group will consist of approximately 5 to 6 students. Each group will be responsible for presenting material on one culture and period, corresponding to one chapter in the textbook. Each group will need to work together and be the sole presenters of the material for the class. Each group will be selected randomly by the instructor. The first group the student is assigned will be assigned to present a chapter between 1-6, the second group the student is assigned will be assigned a chapter between 7-12, and the third group the student is assigned will present a chapter between 13-18. The Group Teaching Project will be graded on the completeness and thoughtfulness of all aspects of the lesson plan. The group will also be graded on its ability to work together as a team and not as 5 to 6 separate individuals. For more information on the grading, see the Group Teaching grading sheet on Canvas. The group teaching assignments will fulfill student goals 1-6, 8-14, 17-21.

Each group will be assigned a chapter. For this chapter, the group needs to work together and complete the following tasks:

Lesson Plans
Several Lesson Plan templates are available on Canvas. However, the group can choose to use an organization all its own as long as the following information is on the plan:

- Names
- Dates of classes—Should be clear which lesson comes first and on which day of the week.
- Grade Level and Chapter
- Learning Objectives for each day
- Cal State Standards covered each day and how these standards will be covered
- Common Core that will be integrated into the lessons each day and how
- Procedures for delivering content
- Learning styles that will be addressed with the lesson and how
- If students are placed in groups, how will the groupings be determined
- Materials needed for each lesson each day
- How will meeting the learning objectives be assessed
- Assessment rubrics
- Instructions for all presentations, projects, and assignments

How would this group teach and assess the California State Standards including Common Core Standards for this culture and period. The group should assume that in a real-life situation, the teacher would have approximately 5-10 hours (one hour a day for a week to two weeks or longer) to cover the material presented in the chapter. How would the group do this? The group should explain how each standard will be taught and assessed and how the group will include the Common Core Standards. This Lesson Plan should include what will be done each day in class and how the standards will be met. All aspects of the lesson and the time this will take in class should be mentioned in detail. All of the following aspects (Art/Music, Architecture/Engineering, Literature, Math/Science/Technology, Language, Religion, and Geography) should be in the lesson plan. How the teacher will assess student learning to meet each learning objective needs
to be clear. Any assignments or rubrics used should be attached to the lesson plan. The daily lesson plans should be submitted in written form to the instructor one week before the group presents to the class.

**Presentation**

Each group must include a Group Leader and Geography Section. The group can decide from the following list which other aspects of culture to include in the presentation: Architecture/Engineering, Art/Music, Language, Literature, Math/Science, Religion. Each person in the group must choose one aspect.

**Group Leader**

The Group Leader should present first. The leader should present the context of the culture in relations to other cultures already presented and the next culture to be presented. How are these cultures similar and different? The Group Leader will present the weekly lesson plans, which will be posted on Canvas and be presented in hard copy form to the class. How will the teacher spend class time each day? The Group Leader should discuss how and why the lessons are organized. How does the organization of the lesson make the information easy for the students to understand? The Group Leader will provide information on how all California State Standards for the chapter would be covered in the hypothetical class. The Group Leader will also discuss the assessment methods in detail and provide hard copies of all tests, quizzes, paper topics, and grading rubrics to the class. How much each assessment tool would be worth in relation to the other assessment tools for the chapter needs to be discussed. The Group Leader should discuss the amount of time that the instructor would need to spend outside of class for the chapter including prep and assessment. One person in the group should present this information to the class. The presentation should take approximately 10-15 minutes. For more information on how the Group Leader aspect is graded, see the Group Leader grading sheet on Canvas.

**Geography**

Each group should choose 5 to 10 geographic features (seas, rivers, mountain ranges, deserts) and cities that are important to the culture or that can help the students find the culture on a map relative to other cultures before or during the culture's time period. The group should explain the significance of the geographic features and cities and why they were important to the culture. The group should present a world map, then a continental map, and then a close-up map of the culture to show the geographical context. As the class is presented with more and more cultures, the group member should include past geographic markers to help the students understand where in the world these geographic features and cities are in relation to each other. Visual representations of the area should be included. Maps should be provided to the class. Maps from the textbook should not be used. The group should post a copy of all maps presented on line and pass out a hard copy to all students in the class. One person in the group should present this information to the class. The presentation should take approximately 10-15 minutes. For more information on how the Geography section is graded, see the Geography grading sheet on Canvas.

**Architecture/Engineering**
Each group should choose a piece of architecture and/or engineering that epitomizes the culture/period in some way. The group should show a representation of this architecture/engineering. The group needs to decide how this piece can be used in the classroom to help students understand the culture/period. The group should discuss how this piece would be incorporated in the lesson, how the importance and significance of the piece will be explained to the students, what makes this piece special, why this piece of art is important in local and world contexts, and what other materials the group would make available to the class to further learning and excitement about the culture. One person in the group should present this information to the class. The presentation should include an in-class project for the hypothetical class with a list of supplies needed, how-to information presented to the class, and a finished product presented to the class. The project should be age appropriate and help the students understand the culture or time period. The presentation should take approximately 10-15 minutes. For more information on how the Architecture/Engineering plan is graded, see the Architecture grading sheet on Canvas.

Art/Music
Each group should choose a piece of art and/or music that epitomizes the culture/period in some way. The group should show a representation of this art/music. The group needs to decide how this piece can be used in the classroom to help students understand the culture/period. The group should discuss how this piece would be incorporated in the lesson, how the importance and significance of the piece will be explained to the students, what makes this piece special, why this piece of art is important in local and world contexts, and what other materials the group would make available to the class to further learning and excitement about the culture. One person in the group should present this information to the class. The presentation should include an in-class project for the hypothetical class with a list of supplies needed, how-to information presented to the class, and a finished product presented to the class. The project should be age appropriate and help the students understand the culture or time period. The presentation should take approximately 10-15 minutes. For more information on how the Art/Music plan is graded, see the Architecture grading sheet on Canvas.

Language/Writing System
Some chapters introduce new or unique languages or writing systems. These chapters would be a good choice to have a Language aspect. What makes the language or writing system new or different from what has happened before or is in other contemporary cultures. Samples of the language/writing system should be presented to the class in a hard copy form. The group needs to explain how the language/writing system helps the students understand the culture/period, how the importance and significance of the language/writing system will be explained to the students, what makes this language/writing system special, why this language/writing system is important in local and world contexts, and what other materials the group would make available to the class to further learning and excitement about this culture's language/writing system. One person in the group should present this information to the class. The presentation should include an in-class project for the hypothetical class with a list of supplies needed, how-to information presented to the class, and a finished product presented to the class. The presentation should take approximately 10-15 minutes. For more information on how the
Language/Writing System plan is graded, see the Language/Writing System grading sheet on Canvas.

Literature
Each group should choose a piece of literature from the culture/period assigned. This literature should epitomize the culture/time period. This can be an excerpt from a long work or several short works, like poems, from the same author. This literature can be fiction like epics, poems, and novels or non-fiction like law codes, letters, memoiors, and essays. The group should provide the class with copies of this work which should be no shorter than 5 pages and no longer than 20 pages. The literature should not be in the textbook. This work should be shared on-line with the class at least 48-hours before class and be provided in hard-copy form in class. The group needs to decide how this piece can be used in the classroom to help students understand the culture/period. The group should discuss how this literature would be incorporated in the lesson, how the importance and significance of the literature will be explained to the students, what makes this piece of literature special, why this piece of literature is important in local and world contexts, and what other materials the group would make available to the class to further learning and excitement about this culture's literature. The reading level and content of the literature should be age appropriate. One person in the group should present this information to the class. The presentation should include an in-class project for the hypothetical class with a list of supplies needed, how-to information presented to the class, and a finished product presented to the class. The presentation should take approximately 10-15 minutes. For more information on how the Literature plan is graded, see the Literature grading sheet on Canvas.

Math/Science/Technology
Each group should choose an example of a mathematic/scientific/technology breakthrough that epitomizes the culture/period in some way. The group should present this breakthrough visually in some way. The group needs to decide how this breakthrough can be used in the classroom to help students understand the culture/period. The group should discuss how this breakthrough would be incorporated in the lesson, how the importance and significance of the breakthrough will be explained to the students, what makes this breakthrough special, why this breakthrough is important in local and world contexts, and what other materials the group would make available to the class to further learning and excitement about this culture's math/science/technology. One person in the group should present this information to the class. The presentation should include an in-class project for the hypothetical class with a list of supplies needed, how-to information presented to the class, and a finished product presented to the class. The presentation should take approximately 10-15 minutes. For more information on how the Math/Science/Technology plan is graded, see the Math/Science/Technology grading sheet on Canvas.

Religion/Philosophy
Some chapters introduce new or unique religious or philosophical systems. These chapters would be a good choice to have a Religion/Philosophy aspect. What makes the religious/philosophical system new or different from what has happened before or is in other contemporary cultures. The group needs to explain how the religious/philosophical
system helps the students understand the culture/period, how the importance and significance of the religious/philosophical system will be explained to the students, what makes this religious/philosophical system special, why this religious/philosophical system is important in local and world contexts, and what other materials the group would make available to the class to further learning and excitement about this culture's religious/philosophical system. One person in the group should present this information to the class. The presentation should include an in-class project for the hypothetical class with a list of supplies needed, how-to information presented to the class, and a finished product presented to the class. The presentation should take approximately 10-15 minutes. For more information on how the Religion/Philosophy aspect is graded, see the Religion/Philosophy grading sheet on Canvas.

**Individual Teaching/Presenting**
Each student will teach the class for at least 30 minutes this semester. In other words, each student is responsible for 10-15 minutes of each group's teaching time. Each student should only teach one aspect of the Group Teaching Project once. In other words, no one should present the Geography section or any other aspect twice. The Individual Teaching/Presenting grade will be based on the individual student's presentation skills, improvement on those presentation scores over the semester, and the thoroughness and thoughtfulness that was used for each section that the student presented. The student should show that the material of the chapter and the extra aspects of the culture are completely understood by the student. The individual teaching assignment will fulfill student goals 1-6, 8-14, 17-21.

**Artifact Paper**
Each student will write a 10-15 page paper. The paper should have one-inch margins and be in font 12 of Times New Roman. To write this paper, the student needs to visit a Bay Area museum which has a collection that includes items created before 1750 C.E. The receipt from the museum should be stapled to the first page of the paper. The grading guidelines for this paper are listed in the “Qualities for Graded Papers” section of this syllabus. This paper should be divided into sections.

**Section One** should contain an image of the artifact and a written description of it, including which museum it is from and where in the museum it can be found. The student should include what the artifact is made of, and what any inscriptions or patterns might mean. Is this artifact typical or atypical for this culture and time period. This section requires research and citations from scholarly, peer-reviewed sources.

**Section Two** should contain research with citations from scholarly, peer-reviewed sources on how and where this artifact was used in the culture and what it meant to people of the culture. Who made the artifact and why? How do we look at the artifact differently today than the original culture that produced the artifact, or do we?
Section Three should contain a brief reflection on why the student chose this artifact. What about the artifact inspired the student? After researching the artifact is the student less or more interested in it and why.

Section Four should include a sample case study of the museum visited with emphasis on the artifact chosen by the student. This case study should be modeled on the case studies presented in Teaching History with Museums: Strategies for K-12 Social Studies. If the student were to take students to this museum, what would the student expect to happen before, during and after. The sections of the case study should include an Overview of the museum, the Objectives of the visit, Pre-Visit Activities, During-Visit Activities, and Post-Visit Activities. The Activities should help the children understand the culture and time period the artifact is from including where and when the culture existed.

Section Five should include a bibliography for the paper and an age-appropriate bibliography for the culture and time period. The student should use at least five scholarly, peer-reviewed sources for the paper, and list at least five age-appropriate sources for children. The Artifact Paper will fulfill student goals 1-3, 5-8, 13-15, 17, and 20.

Peer Teaching Evaluations
The students evaluate other students’ presentations. These evaluations will be in written format and will be completed at the end of each class session. The purpose of these evaluations is to help both the student teaching and the student evaluating learn to recognize effective teaching and what makes this teaching effective, to make appropriate and useful comments to help others grow as teachers, and to help students engage in active listening. The Peer Evaluations can earn the student 1-3 points depending on completeness and helpfulness. The Peer-Teaching Evaluation forms are available on Canvas. Participation fulfills student goal 16.

Grading Policy
A minimum aggregate GPA of 2.0 SJSU Studies (R, S, & V) shall be required of all students as a graduation requirement.

Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Quizzes (18 x 10)</td>
<td>18%</td>
<td>180 points</td>
</tr>
<tr>
<td>Individual Teaching (3 x 100)</td>
<td>30%</td>
<td>300 points</td>
</tr>
<tr>
<td>Group Teaching (3 x 40)</td>
<td>12%</td>
<td>120 points</td>
</tr>
<tr>
<td>Lesson Plans (3 x 30)</td>
<td>9%</td>
<td>90 points</td>
</tr>
<tr>
<td>Map Tests (3 x 25)</td>
<td>7.5%</td>
<td>75 points</td>
</tr>
<tr>
<td>Peer Evaluations (3 x 15)</td>
<td>4.5%</td>
<td>45 points</td>
</tr>
<tr>
<td>Artifact Paper</td>
<td>20%</td>
<td>200 points</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>1000 points</td>
</tr>
</tbody>
</table>

Point System and Grades:
All students will earn grades based on the following point system.
A+ = 1000-981 points  
A   = 980-921 points  
A-  = 920-901 points  
B+  = 900-881 points  
B   = 880-821 points  
B-  = 820-801 points  
C+  = 800-781 points  
C   = 780-721 points  
C-  = 720-701 points  
D+  = 700-681 points  
D   = 680-621 points  
D-  = 620-601 points  
F   = 600 and below

Format of Submitted Papers: All papers are to be typed in Times Roman 12 point font and follow either APA or MLA format and citation rules.

Turnitin.com: All final drafts must be submitted in a hard copy to the professor and an electronic copy to Canvas.

Late or Make-Up Assignments: Assignments should be submitted in class in person. Assignments are due when class starts. Any assignments submitted later than ten minutes after class starts will be considered late. Writing assignments may be submitted late for a reduction of 50% of the grade. After seven days from the original due date, the paper will not be accepted. If, for some reason, you cannot attend class, you may submit your assignment by fax at least four hours before class starts.

Email: Assignments that are emailed will not be read. Students must submit assignments in a hard-copy form during class.

Studying: Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Classroom Policies

Academic Success: The following are hints to help you succeed at the university level.

1. Attend Every Class – Making school your priority will help insure your success. Every time that you miss class you not only miss important information, but also you waste your money. Please come to class on time. You will not be able to make up the chapter quizzes if you are late.
2. **Learn from Your Mistakes and the Mistakes of Others** – If your papers are being marked with the same continual mistake, take the initiative and find out what you are doing wrong and how to fix it. Your instructor is always happy to help students who want to learn and improve. On days when the class has student presentations, pay attention and learn from their strong points and mistakes. This way you will know what works and what doesn’t work in different communication environments.

3. **Be Courteous to Other Students During Their Presentations** – You want people to listen when you speak. You need to listen when others speak. Do not read the newspaper, our textbook, other textbooks, or any at all during presentation. Do not play with your phone, tablet, or laptop. You should sit still and look interested and focused. Pretend that you are at work and your boss is speaking. How would you act in that situation?

4. **Come to Class Prepared** – Do the reading assignments listed in the syllabus for the day they are assigned. If you have read the chapter before class, the lecture will make more sense and you will be able to ask informed questions. Most people learn best if they read and then hear the same basic information. Do yourself a favor and do the assigned reading.

5. **Submit Your Assignments on Time** – A good way to get fired from a job is to not have important reports done well by the deadline. Think of this class as a work situation. The more work you submit late or not at all, the more likely you will not pass the class.

6. **Don’t Suffer Silently** – If you are having problems with an assignment, a reading assignment, a presentation, or another student, discuss this with the instructor. Don’t wait until the last few weeks of class to voice a concern. Problems that are solved early in the semester will alleviate stress later in the semester.

**University Policies**

**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](http://info.sjsu.edu/static/catalog/policies.html). Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/late_drops/policy/) is available at [http://www.sjsu.edu/aars/policies/late_drops/policy/](http://www.sjsu.edu/aars/policies/late_drops/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/](http://www.sjsu.edu/advising/).
Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.
SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.
**SJSU Writing Center (Optional)**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

**SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
## Anth/Geog/Hist/SocS 139 – Fall 2013

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
</table>
| 1    | Tues 8/26 | Introduction of Class  
Lecture and Discussion on Big History |
|      | Thur 8/28 | Reading: *World History: Journey Across Time*, Chapter 1  
*Big History*, Introduction and Chapter 1 |
| 2    | Tues 9/2  | Lecture on Teaching/Presentation Strategies  
Group Planning Day  
Discussion of California State Standards and Common Core |
|      | Thur 9/4  | Reading: *World History: Journey Across Time*, Chapter 2 and 3  
*Teaching History with Museums*, Chapter 1  
*Big History*, Introduction, Chapter 2 and 3 |
|      |          | Lecture and Discussion on the formation the Universe and Earth |
| 3    | Tues 9/9  | Lecture and Discussion on the Paleolithic and Neolithic |
|      | Thur 9/11 | Reading: *World History: Journey Across Time*, Chapter 4  
*Big History*, Chapters 4, 5, and 6 |
|      |          | Lecture and Discussion on Agrarian Civilizations  
Lesson Plans for Chapter 1 Due |
| 4    | Tues 9/16 | Lecture and Discussion on Agrarian Civilizations  
Lesson Plans for Chapter 2 Due |
|      | Thur 9/18 | Reading: *World History: Journey Across Time*, Chapter 5  
*Teaching History with Museums*, Chapter 2  
*Big History*, Chapters 7, 8, and 9 |
|      |          | Quiz 1  
Chapter 1 Presentation  
Lesson Plans for Chapter 3 Due |
| 5    | Tues 9/23 | Quiz 2  
Chapter 2 Presentation  
Lesson Plans for Chapter 4 Due |
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<td>Thur</td>
<td>Reading: <em>World History: Journey Across Time</em>, Chapter 6</td>
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<td>6</td>
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<td>Thursday, December 18</td>
<td>Final is Thursday, Dec. 18, at 9:45-12:00 in our classroom</td>
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