

**San José State University**  
**History Department**  
**Hist1A-01 (48373), World History to 1500, Fall 2022**

<b>Instructor:</b>	Prof. Allison Katsev
<b>Office Location:</b>	DMH 140
<b>Telephone:</b>	408-924-5508
<b>Email:</b>	<a href="mailto:Allison.Katsev@sjsu.edu">Allison.Katsev@sjsu.edu</a> Please, feel free to e-mail me or come to office hours with any questions you have, big or small!
<b>Office Hours:</b>	Thursday 12:00pm-1:00pm  Also via email and by appointment
<b>Class Days/Time:</b>	TuTh, 1:30pm-2:45pm
<b>Classroom</b>	DMH 163
<b>GE/SJSU Studies Category</b>	GE D (formerly GE Area D2)

**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 very different ways and values of the distant past? 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?

We will approach these questions by examining closely and comparing and contrasting how humans have shaped and been shaped by value systems, economic structures, political institutions, social groups and natural environments. We will be particularly attentive to what changes and what remains the same; what roles humans have played in changing or perpetuating the status quo; and what holds social groups together and what drives them apart.

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 Format**

**This class will be taught in person.**

## **Course Goals**

### **GE Learning Outcomes (GELO)**

This GE (D) has a writing requirement of a minimum of 1500 words. Students will write one paper with 1500 words minimum. In addition, students will write substantive essays in three timed exams.

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

1. demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present (GELO 1), satisfied by successful completion of the passage analyses essays on the midterm examinations.
2. compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts (GELO 2), satisfied by successful completion of the extended essays on the midterm examinations.
3. place contemporary social developments in cultural, environmental, geographical, and/or historical contexts (GELO 3), satisfied by successful completion of the group project and the final exam.
4. draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues (GELO 4),

satisfied by successful completion of the document investigations and the individual essay.

### **Course Learning Outcomes (CLO)**

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

1. identify major trends in World History until 1500 (CLO 1), satisfied by the successful completion of chapter quizzes and the short essays on key terms on the midterm examinations.
2. assess critically the legacies that pre-modern civilizations have left in the modern world (CLO 2), satisfied by the successful completion of the group project and extended exam essays.
3. analyze critically a range of sources, reflecting different time periods, cultures, genres, and motivations (CLO 3), satisfied through successful completion of document investigations, passage analyses on exams and the individual essay.

### **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 or through the Spartan Bookstore website.**

**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).

#### **Other Readings**

Links provided to additional reading at Course Website on Canvas.

#### **Other technology requirements / equipment / material**

Students need to regular access to Canvas in order to take the quizzes and see the assignments. SJSU has a free equipment loan program (<https://www.sjsu.edu/learnanywhere/equipment/index.php>) available for students.

## Library Liaison

Nyle Monday, Nyle.Monday@sjsu.edu.

## Course Requirements and Assignments

- 1) **ONLINE CHAPTER QUIZZES DUE BY 1:00PM 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. These quizzes require you to **identify major trends in World History until 1500 (CLO 1).**

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 1:00PM 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) **MIDTERM EXAMS, IN CLASS ON OCTOBER 6 (20% of grade) AND NOVEMBER 15 (20% of grade):** Each midterm will consist of three sections: 1) quotes from primary sources, on which you will write short essays that **analyze critically a range of sources, reflecting different time periods, cultures, genres, and motivations (CLO 3)** and **demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present (GELO 1)**; 2) terms from "What's the Significance?" section at the end of each chapter on which you will write short essays to **identify major trends in World History until 1500 (CLO 1)**; and 3) a longer essay in which you **compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts (GELO 2)** and **assess critically the legacies that pre-modern civilizations have left in the modern world (CLO 2).**

More details are provided on Canvas. **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, DECEMBER 14, 12:15PM-2:30PM (5% of grade):** One essay question in which you will synthesize the first and second halves of the semester in order to **place contemporary social developments in cultural, environmental, geographical, and/or historical contexts (GELO 3).**

Details will be provided before the final exam. **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.**

- 4) **INDIVIDUAL ESSAY: DUE THURSDAY, DECEMBER 8 AT 11:59PM, (minimum 1500 words) (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 (the issue on which they did their group project). Students will analyze **critically a range of sources, reflecting different time periods, cultures, genres, and motivations (CLO 3) in order to draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues (GELO 4).** Specific requirements for the essay will be posted on Canvas and discussed in 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.
- Document Investigations DUE ON CANVAS AT 1:00PM on days we read primary sources, in which you will **analyze critically a range of sources, reflecting different time periods, cultures, genres, and motivations (CLO 3), in order to draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues (GELO 4).**
  - Consists of typed, for each document: 1) author, title and date of document; 2) at least one paragraph responding to each assigned reading 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 grade 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 can also make an appointment or come to office hours to get feedback on any of them. You can turn Document Investigations late (but not after the last day of class) for partial credit. At the end of the semester, I'll review all of your submissions as part of your participation grade. NOTE: While you can quote the document you are analyzing, the analysis itself must be in your own words.
- Group Project: In conjunction with your individual essay, you will prepare an oral presentation on the same topic. The project will require you to **place contemporary social developments in cultural, environmental, geographical, and/or historical**

**contexts (GELO 3) while you assess critically the legacies that pre-modern civilizations have left in the modern world (CLO 2).**

- 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 November 29. 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.

### **Final Examination or Evaluation**

**6) FINAL EXAM: WEDNESDAY, DECEMBER 14, 12:15PM-2:30PM (5% of grade):** One essay question in which you will synthesize the first and second halves of the semester in order to **place contemporary social developments in cultural, environmental, geographical, and/or historical contexts (GELO 3).**

Details will be provided before the final exam. **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.**

### **Grading Information**

#### **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.

#### **Determination of Grades**

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:**

A plus = 97 to 100 points

A = 93 to 96.99 points

A minus = 90 to 92.99 points

B plus = 87 to 89.99 points

B = 83 to 86.99 points

B minus = 80 to 82.99 points  
 C plus = 77 to 79.99  
 C = 73 to 76.99 points  
 C minus = 70 to 72.99 points  
 D plus = 67 to 69.99  
 D = 63 to 66.99 points  
 D minus = 60 to 62.99 points  
 F = below 60 points

**Weighting of Grades:**

Assignment Activity	CLO's Assessed	GELO's Assessed	Percentage of Grade
Quizzes	1		10%
Midterm Exams	1, 2, 3	1, 2	40%
Final Exam		3	5%
Individual Essay	3	4	20%
Participation (including Document Investigations and Group Project)	2, 3	3, 4	25%

**Extra Credit Opportunity**

(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**

Students will receive partial credit for Document Investigations turned in late, as long as they are submitted before the last day of class. For the individual essay, 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. In order to get grades in at the end of the semester, I will not accept any papers after the final exam except in truly extraordinary, unforeseeable circumstances. If such circumstances arise, you must contact me immediately.

## Classroom Protocol

You are expected to arrive to class on time. Do not use cellphones, texting, or email in class. Everyone in the class must wear a mask over mouth and nose at all times. Do not eat or drink in class

## University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>". Make sure to visit this page, review and be familiar with these university policies and resources.

## Course Workload

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 3 hours per unit per week with one of the hours used for lecture) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus. (See SJSU Academic Senate Policy S12-3.)

For this class, students will complete online chapter quizzes, in-class midterms and a final examination, a group project and one analytical essay building on the work for the group project. In addition, students will prepare for class discussions through close and careful reading of multiple primary sources. Details for all assignments will be distributed well in advance and reviewed in class.

## Hist1A-01 / World History to 1500, Fall 2022 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	Aug. 23	<b>Introduction: Why World History?</b>
1	Aug. 25	<b><u>THEME 1: FROM STONE AGE TO CIVILIZATION</u></b> <b>Being Human: Piecing together the clues</b>

2	Aug. 30	<p><b>From Hunter/Gatherers to Civilization</b>  Reading: <i>Ways of the World</i>, Intro to Part 1: The Big Picture, AND Chs. 1 and 2  DUE BY 1:00PM: 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 2<sup>nd</sup> and 3<sup>rd</sup> editions of the textbook. I have included in the "Files" a list of the terms from the 4<sup>th</sup> edition of the book.]</p>
2	Sept. 1	<p><b>Considering the Evidence: What can/can't we know about life in the Stone Age?</b>  Reading: <i>Document 1.1 (on Canvas)</i>.  DUE BY 1:00 PM ON CANVAS: 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 <b>MUST BE IN YOUR OWN WORDS</b>.</p>
3	Sept. 6	<p><b>Considering the Evidence: Obligations to Humans and Gods in Mesopotamia</b>  Reading: <i>Documents 2.1 and 2.2 (on Canvas)</i>  DUE BY 1:00PM ON CANVAS: Document Investigations (Documents 2.1 and 2.2)</p>
3	Sept. 8	<p><b><u>THEME 2: SECOND WAVE CIVILIZATIONS: THE CLASSICAL ERA (500 B.C.E. TO 500 C.E.)</u></b></p> <p><b>Civilizations Clash: The Ways of Persia and Greece</b>  Reading: <i>Ways of the World</i>, Intro to Part 2: The Big Picture, AND Ch. 3  DUE BY 1:00PM: Online Quiz on Ch. 3 at Canvas</p>

4	Sept. 13	<p><b>Considering the Evidence: Power and Authority in China and India</b>  Reading: <i>Documents 3.3 and 3.4 (on Canvas)</i>  DUE BY 1:00PM ON CANVAS: Document Investigations (Documents 3.3 and 3.4)</p>
4	Sept. 15	<p><b>New Visions in Ancient Civilizations</b>  Reading: <i>Ways of the World, Ch. 4</i>  DUE BY 1:00PM: Online Quiz on Ch. 4 at Canvas</p>
5	Sept. 20	<p><b>Considering the Evidence: What is a Good Life?</b>  Reading: <i>Documents 4.1-4.4 (on Canvas)</i>.  DUE BY 1:00PM ON CANVAS: Document Investigations:  Last Name A-M: Documents 4.1, 4.2,  Last Name N-Z: Documents 4.3 and 4.4</p>
5	Sept. 22	<p><b>The More "Civilized" the More Unequal?</b>  Reading: <i>Ways of the World, Ch. 5</i>  DUE BY 1:00PM: Online Quiz on Ch. 5 at Canvas</p>
6	Sept. 27	<p><b>Considering the Evidence: Women's Roles in Patriarchal Societies</b>  Reading: <i>Documents 5.1-5.3 (on Canvas)</i>.  DUE BY 1:00PM ON CANVAS: Document Investigations (Documents 5.1, 5.2, and 5.3)</p>
6	Sept. 29	<p><b>Could Civilization Look Different? America and Africa</b>  Reading: <i>Ways of the World, Ch. 6</i>  DUE BY 1:00PM: Online Quiz on Ch. 6 at Canvas</p>
7	Oct. 4	<p><b>Time to study for Midterm Examination</b></p>
7	Oct. 6	<p><b>Midterm Examination (covering themes 1 and 2)</b>  *analysis of quotes  *short essays on terms from "What's the significance?" section at the end of each textbook chapter.  *Longer essay analyzing multiple societies.  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.</p>

8	Oct. 11	<p><b><u>THEME III: THIRD WAVE CIVILIZATIONS: AGE OF ACCELERATING CONNECTIONS (500-1500)</u></b></p> <p><b>World Webs</b>  Reading: <i>Ways of the World</i>, Part Three Introduction: The Big Picture, AND Ch. 7  DUE BY 1:00PM: Online Quiz on Ch. 7 at Canvas</p>
8	Oct. 13	<p><b>Considering the Evidence: Encountering the Other</b>  Reading: <i>Documents 7.2 and 7.3 (on Canvas)</i>.  DUE AT 1:00PM ON CANVAS: Document Investigations (Documents 7.2, and 7.3)</p>
9	Oct. 18	<p><b>China in the World</b>  Reading: <i>Ways of the World</i>, Ch. 8  DUE BY 1:00PM: Online Quiz on Ch. 8 at Canvas</p>
9	Oct. 20	<p><b>The Worlds of Islam</b>  Reading: <i>Ways of the World</i>, Ch. 9  DUE BY 1:00PM: Online Quiz on Ch. 9 at Canvas</p>
10	Oct. 25	<p><b>Considering the Evidence: Voices of Islam</b>  Reading: <i>Documents 9.1-9.4 (on Canvas)</i>.  DUE BY 1:00PM ON CANVAS: Document Investigations  Last Name A-M: Documents 9.1, 9.2,  Last Name N-Z: Documents 9.3 and 9.4</p>
10	Oct. 27	<p><b>At the World's Edge: Christendom</b>  Reading: <i>Ways of the World</i>, Ch. 10  DUE BY 1:00PM: Online Quiz on Ch. 10 at Canvas</p>
11	Nov. 1	<p><b>The Mongols and the World</b>  Reading: <i>Ways of the World</i>, Ch. 11  DUE BY 1:00PM: Online Quiz on Ch. 11 at Canvas</p>
11	Nov. 3	<p><b>Considering the Evidence: Getting to know the Barbarians?</b>  Reading: <i>Documents 11.1-11.4 (on Canvas)</i>..  DUE BY 1:00PM ON CANVAS: Document Investigations  Last Name A-M: Documents 11.1, 11.2,  Last Name N-Z: Documents 11.3 and 11.4</p>
12	Nov. 8	<p><b>The Worlds of the 15th century</b>  Reading: <i>Ways of the World</i>, Ch. 12  DUE BY 1:00PM: Online Quiz on Ch. 12 at Canvas</p>

12	Nov. 10	<b>Considering the Evidence: Chronicles of the Incas</b> Reading: <i>Document 12.2 (on Canvas)</i> . DUE: Document Investigation (Document 12.2)
13	Nov. 15	<b>Midterm Examination (covering theme 3)</b> *analysis of quotes *short essays on terms from “What’s the significance?” section at the end of each textbook chapter. *Longer essay analyzing multiple societies 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.
13	Nov. 17	<b>Student Group Project Preparation Day—Do not miss class</b> This is a day to meet and plan with the students in your group.
14	Nov. 22	<b>Student Group Project Preparation Day—Do not miss class</b> This is a day to meet and plan with the students in your group.
14	Nov. 24	<b>THANKSGIVING—NO CLASS</b>
15	Nov. 29	<b>Student Group Presentations</b> DO NOT MISS CLASS!
15	Dec. 1	<b>Student Group Presentations</b> DO NOT MISS CLASS!
16	Dec. 6	<b>Exam Review: Lessons of World History to 1500</b>
Essay	December 8 at 11:59pm	<u>DUE DECEMBER 8 AT 11:59PM ON CANVAS</u> FINAL ESSAY(minimum 1500 words, exploring one key issue in world history across various time periods and regions (the same issue on which you did your group project)
Final Exam	Wednesday, December 14, 12:15-2:30 pm	<u>FINAL EXAM</u> Essay question tying together all parts of the course.

