San José State University
History Department
Hist1A-01 (49008), World History to 1500, Fall 2020

ZOOM LINK:
https://sjsu.zoom.us/j/94859065117?pwd=Qmx0VVpFaVV1ZlVRQ0tQMVI3VTMydz09
PASSWORD: 9p840g

Instructor:	Prof. Allison Katsev
Office Location:	Via Zoom (below)
Telephone:	See below for contact info
Email:	Allison.Katsev@sjsu.edu Please, feel free to e-mail me or come to office hours with any questions you have, big or small!
Office Hours:	W 12:00pm-1:00pm on Zoom at https://sjsu.zoom.us/j/95822615782?pwd=T1FuZjNhTTJhOTJtTXBHVGdtZGc1UT09 Password: sdK98xjzt Also via email and by appointment
Class Days/Time:	MW, 1:30pm-2:45pm
Classroom	ZOOM LINK: https://sjsu.zoom.us/j/94859065117?pwd=Qmx0VVpFaVV1ZlVRQ0tQMVI3VTMydz09 PASSWORD: 9p840g
GE/SJSU Studies Category	GE D-2

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.

This class will be taught remotely, synchronously. That means that we will meet via Zoom at the scheduled class time. You are expected to participate in this class as you would if we were meeting face-to-face. During class, I will introduce material and students will participate in active discussion and analysis of the material.

IF YOU HAVE ANY TECHNOLOGICAL ISSUES (FOR EXAMPLE, NO MIC) PLEASE LET ME KNOW AND WE'LL FIGURE OUT A WORK AROUND (FOR EXAMPLE, CONTRIBUTING VIA THE ZOOM CHAT AND BORROWING EQUIPMENT FOR GROUP PROJECT PRESENTATIONS). SJSU has a free equipment loan program (https://www.sjsu.edu/learnanywhere/equipment/index.php) available for students.

Course Goals

GE Learning Outcomes (GELO)

This GE (D-2) has a writing requirement of a minimum of 1500 words. Students will write one paper with 1250 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. place contemporary developments in cultural, historical, environmental, and spatial contexts (GELO 1), satisfied by successful completion of the group project and the final exam.
2. identify the dynamics of ethnic, cultural, gender/sexual, agebased, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them (GELO 2), satisfied by successful completion of the passage analyses essays on the midterm examinations.
3. evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues (GELO 3), satisfied by successful completion of the document investigations and the individual essay.
4. compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems (GELO 4), satisfied by successful completion of the extended essays on the midterm examinations.

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.

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) **TAKE-HOME MIDTERM EXAMS, DUE ON CANVAS AT 2:45 PM ON OCTOBER 7 (20% of grade) AND NOVEMBER 16 (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 identify the dynamics of ethnic, cultural, gender/sexual, agebased, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them (GELO 2) ; 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 two or more ethnic groups, cultures, regions, nations, or social systems (GELO 4) and assess critically the legacies that pre-modern civilizations have left in the modern world (CLO 2). More details are provided on Canvas.

3) **TAKE-HOME FINAL EXAM: DUE TUESDAY, DECEMBER 15 AT 2:30PM ON CANVAS (5% of grade)**: One essay question in which you will synthesize the first and second halves of the semester in order to place contemporary developments in cultural, historical, environmental, and spatial contexts (GELO 1).
   Details will be provided before the final exam.

4) **INDIVIDUAL ESSAY: DUE SUNDAY, DECEMBER 13 AT 5:00PM, (minimum 1250 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 evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues (GELO 3). 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 evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues (GELO 3)
    - 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 these as functioning like pop quizzes, as well as giving you feedback. Because the document investigations require you to interpret documents, you will be graded on thoughtfulness and effort, as well as accuracy. NOTE: While you can quote the document you are analyzing, the analysis itself must be in your own words. Your grade on the document investigations will be incorporated into your grade in participation.
    - Part of participation is turning in these investigations on time. However, if you turn them in late, you can get partial credit.
    - At the end of the semester, I will review all of your document investigations in determining your grade in participation.
- 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 developments in cultural, historical, environmental, and spatial contexts (GELO 1) 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 30. 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.

"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."

Final Examination or Evaluation

6) **TAKE-HOME FINAL EXAM: DUE TUESDAY, DECEMBER 15 AT 2:30PM ON CANVAS (5% of grade)**: One essay question in which you will synthesize the first and second halves of the semester in order to place contemporary developments in cultural, historical, environmental, and spatial contexts (GELO 1). Details will be provided before the final 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 to100 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	2, 4	40%
Final Exam		1	5%
Individual Essay	3	3	20%
Participation (including Document Investigations and Group Project)	2, 3	1, 3	25%

Extra Credit Opportunity
(can raise your final grade by up to 2%): 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; You are limited to one extra credit project. If you're interested in this option, 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. In order to submit grades in on time, the individual essay will not be accepted late, except in cases of unforeseeable circumstances. If such circumstances arise, you should contact me immediately.

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.

University Policies

Per University Policy S16-9 *(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 at http://www.sjsu.edu/gup/syllabusinfo/". Make sure to visit this page, review and be familiar with these university policies and resources.

Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during theserecordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Students are not allowed to record without instructor permission
Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12--7) is in place to protect the privacy of students in the course, aswell as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Hist1A-01 / World History to 1500, Fall 2020 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. 19	**Introduction: Why World History?**
2	Aug. 24	**THEME 1: FROM STONE AGE TO CIVILIZATION** **Being Human: Piecing together the clues**

2	Aug. 26	**From Hunter/Gatherers to Civilization** Reading: *Ways of the World*, 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 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.]
3	Aug. 31	**Considering the Evidence: What can/can't we know about life in the Stone Age?** Reading: *Document 1.1 (on Canvas)*. DUE BY 1:00 PM ON CANVAS: Document Investigation (Document 1.1) NOTE: Document investigations consist 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. NOTE: It's fine to quote the document you are analyzing, but your analysis MUST BE IN YOUR OWN WORDS.
3	Sept. 2	**Considering the Evidence: Obligations to Humans and Gods in Mesopotamia** Reading*: Documents 2.1 and 2.2 (on Canvas)* DUE BY 1:00PM ON CANVAS: Document Investigations (Documents 2.1 and 2.2)
4	Sept. 7	**LABOR DAY—NO CLASS**
4	Sept. 9	**THEME 2: SECOND WAVE CIVILIZATIONS: THE CLASSICAL ERA (500 B.C.E. TO 500 C.E.)** **Civilizations Clash: The Ways of Persia and Greece** Reading: *Ways of the World*, Intro to Part 2: The Big Picture, AND Ch. 3

		DUE BY 1:00PM: Online Quiz on Ch. 3 at Canvas
5	Sept. 14	**Considering the Evidence: Power and Authority in China and India** Reading: *Documents 3.3 and 3.4 (on Canvas)* DUE BY 1:00PM ON CANVAS: Document Investigations (Documents 3.3 and 3.4)
5	Sept. 16	**New Visions in Ancient Civilizations** Reading: *Ways of the World*, Ch. 4 DUE BY 1:00PM: Online Quiz on Ch. 4 at Canvas
6	Sept. 21	**Considering the Evidence: What is a Good Life?** Reading: *Documents 4.1-4.4 (on Canvas)*. 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
6	Sept. 23	**The More "Civilized" the More Unequal?** Reading: *Ways of the World*, Ch. 5 DUE BY 1:00PM: Online Quiz on Ch. 5 at Canvas
7	Sept. 28	**Considering the Evidence: Women's Roles in Patriarchal Societies** Reading: *Documents 5.1-5.3 (on Canvas)*. DUE BY 1:00PM ON CANVAS: Document Investigations (Documents 5.1, 5.2, and 5.3)
7	Sept. 30	**Could Civilization Look Different? America and Africa** Reading: *Ways of the World*, Ch. 6 DUE BY 1:00PM: Online Quiz on Ch. 6 at Canvas
8	Oct. 5	**Time to work on Midterm Exam (no regular class meeting)**
8	Oct. 7	**Take-Home Midterm Examination (covering themes 1 and 2) due at 2:45 pm.** *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.

9	Oct. 12	**THEME III: THIRD WAVE CIVILIZATIONS: AGE OF ACCELERATING CONNECTIONS (500-1500)** **World Webs** Reading: *Ways of the World*, Part Three Introduction: The Big Picture, AND Ch. 7 DUE BY 1:00PM: Online Quiz on Ch. 7 at Canvas
9	Oct. 14	**Considering the Evidence: Encountering the Other** Reading: *Documents 7.2 and 7.3 (on Canvas)*. DUE AT 1:00PM ON CANVAS: Document Investigations (Documents 7.2, and 7.3)
10	Oct. 19	**China in the World** Reading: *Ways of the World*, Ch. 8 DUE BY 1:00PM: Online Quiz on Ch. 8 at Canvas
10	Oct. 21	**The Worlds of Islam** Reading: *Ways of the World*, Ch. 9 DUE BY 1:00PM: Online Quiz on Ch. 9 at Canvas
11	Oct. 26	**Considering the Evidence: Voices of Islam** Reading: *Documents 9.1-9.4 (on Canvas)*. 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
11	Oct. 28	**At the World's Edge: Christendom** Reading: *Ways of the World*, Ch. 10 DUE BY 1:00PM: Online Quiz on Ch. 10 at Canvas
12	Nov. 2	**The Mongols and the World** Reading: *Ways of the World*, Ch. 11 DUE BY 1:00PM: Online Quiz on Ch. 11 at Canvas
12	Nov. 4	**Considering the Evidence: Getting to know the Barbarians?** Reading: *Documents 11.1-11.4 (on Canvas)*.. 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

13	Nov. 9	**The Worlds of the 15th century** Reading: *Ways of the World*, Ch. 12 DUE BY 1:00PM: Online Quiz on Ch. 12 at Canvas
13	Nov. 11	**VETERANS DAY—NO CLASS**
14	Nov. 16	**Take-Home Midterm Examination (covering theme 3) due on Canvas at 2:45pm** *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
14	Nov. 18	**Student Group Project Preparation Day—Do not miss class** This is a day to meet and plan with the students in your group.
15	Nov. 23	**Student Group Project Preparation Day—Do not miss class** This is a day to meet and plan with the students in your group.
15	Nov. 25	**THANKSGIVING—NO CLASS**
16	Nov. 30	**Student Group Presentations** DO NOT MISS CLASS!
16	Dec. 2	**Student Group Presentations** DO NOT MISS CLASS!
17	Dec. 7	**Exam Review: Lessons of World History to 1500**
Essay	December 13 at 5:00pm	DUE AT 5:00PM ON CANVAS FINAL ESSAY(minimum 1250 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	Tuesday, December 15, 2:30 pm	FINAL EXAM DUE ON CANVAS: Essay question tying together all parts of the course.