

College of Arts and Sciences Department of History
Georgia State University
Spring 2009

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HIS 1111: SURVEY OF WORLD HISTORY TO 1500.
CRN #: 12404

IMPORTANT: Please read the "Georgia State University Policy Statements" in the GSU Student Handbook (available online at <http://www2.gsu.edu/~wwwcam/incept/successtips.html>) before the first class.

Class Meetings: M-W 7:30 a.m.-8:45 a.m., General Classroom Bldg., Room #421

PLEASE NOTE concerning course withdrawal, **March 11 (03/11/2009)** is the last day to withdraw and possibly receive a "W". Please see me PRIOR to that date if you have any concerns regarding your grade.

Students with Disabilities

Students with disabilities requiring accommodations must be registered with the Office of Disability Services before an instructor can modify instruction or expectations. The Office of Disability Services may be contacted at 404-651-1487 (TDD 404-463-9048). Any student with a disability who may require special accommodations is requested to make an appointment with the instructor at the beginning of the semester. Students must self-identify so that arrangements can be made according to University policy.

Course Requirements:

This is an introductory course and as such, there are no prerequisites. However, a general desire to learn will be infinitely useful.

Course Description

This course will trace the evolution of the world from an assemblage of relatively isolated regions through 1500 C.E. (and possibly, slightly beyond). The focus will be on tracing the origins of globalization and its relation to European hegemony through invasions and colonization. Additionally, we will consider the contributions of the non-western world to this effect and how the assemblage of these factors helped shaped the early modern world. By examining the interconnectedness of global histories and analyzing the social, cultural, political, economic, demographic, and ecological implications that created it, an understanding of this history may be obtained. Class lectures and readings will emphasize issues of power imbalances, diversity, and the active effects of race, ethnicity, class, gender, and nationality. The course will draw upon materials and pedagogical approaches from other disciplines, such as political science, sociology, anthropology, literature, and art.

Themes

The primary theme within the course will be considerations of the diversity of the human experience. Lectures and coursework will follow along this line. Students are encouraged to consider how gender, race, ethnicity, class, religion, community, and nation contribute to our current understanding of history in a global sense. Consideration will be given to technological developments and their impact in history. Additionally, the course will attempt to explain how technology impacted numerous social groups and

societies from the past in a various ways. Looking at global interactions across time and space, this course will also examine how environmental awareness shaped human interactions with their natural world.

Essential Skills

In order to complete this course, the follow essential skills will be called upon and otherwise, utilized: critical thinking and reading, ethical reasoning, concise, effective grammatical skills, and general oral communicative skills.

Course Objectives

The course will promote understanding of different cultures as they have developed in global, political, social, cultural, economic, and environmental contexts. It will provide the opportunity for students to study historical development of local and regional societies, and to cross disciplinary and geographical boundaries to appreciate an increasingly interdependent and multi-cultural world. This pedagogical approach will emphasize the interconnectedness and uniqueness of all peoples. It will explain the contributions of culturally diverse groups to the formation of the modern world, while highlighting their achievements. The course's potential is exemplary for instilling the skills and values of world citizenship and for relating to people different from oneself.

At the successful conclusion of this course, students will be able to:

1. **Recognize, define, and relate** examples of the diversity of the human experience as it concerns global history.
2. **Identify, explain, describe, and discuss** different cultures as they have developed in global, political, social, cultural, economic, and environmental contexts.
3. **Interpret** the major events in world history (within the scope of this course), and **demonstrate** understanding through **applied written** exercises.
4. **Analyze** and **critique** different interpretations of historical world events.
5. **Propose, design, and compose** a final written work based on knowledge gained and personal interpretation of a significant world event.
6. **Support** and **argue** for personal interpretive positions within course discussions.

Course Structure

This is the first course in a two semester sequence on World History at GSU. These courses are intended to be large surveys that evolve into smaller discussion sections. The two course sequence utilizes the common themes of (A) the globalization process; and (B) cultural change resulting from this process. The general format of the course will be: interactive lectures, audio-visual materials, intensive reading and writing, and small group discussions.

Course Requirements

- **Grading File:** Each student shall keep in a file folder a copy of all work returned. A full accounting of returned materials at the conclusion of the semester shall account for 5% of the student's grade. This is an either or proposition. The student either has all returned articles or does not. It is the responsibility of each student to maintain this file. Substitute copies will not be accepted.
- **Readings and Participation:** Students are expected to complete weekly readings assignments and to evaluate them carefully and critically. Weekly class discussions will follow each assigned reading. Participation is required and shall represent 10% of the course grade dependent upon said discussions of the material. This class will also require use of internet resources. Those students lacking internet access should contact one of the various on-campus computer labs for assistance and arrangements of university computers and internet.

- **Quizzes:** There will be quizzes given throughout the course without notice as deemed necessary. This is to ensure that the student is up-to-date on his or her reading. Each quiz shall be worth ten (10) points and cumulatively represent 10% of the overall grade. Quizzes may be given if it is determined that students are not doing the readings.
- **Writing:** Students are required to write a short critical response to materials utilized in this course. There will be three (3) written assignment, each being a minimum of two (2) full pages (with the exception of the first). All required written work will be fully discussed and explained at time of assignment. Writing exercises shall cumulatively represent 15% of the students overall grade. An additional written exercise is unscheduled and will act as a make-up exercise and have different criterion which shall be discussed at the time of assignment.
- **Mid-Term Exam:** There will be an in-class mid-term exam. The exam represents 30% of the overall grade. The test will consist of two portions: Part (A) will consist of multiple choice, short answer, fill-in, and matching, and account for 40 pts. Any or all of the aforementioned formats may be utilized. Part (B) will contain a choice of two essay questions, one of which must be answered. The essay portion shall 60 pts. The overall point value of the test is 100 points. All exam material will be drawn from required readings, viewings, and in class lectures and discussions. You are **REQUIRED** to have a **BLUE BOOK** to take the exam.
- **Final Exam:** The in-class final exam will follow the mid-term format with the exception that the essay question shall be comprehensive. The final exam shall represent 30% of the overall grade.

Course Grading

Grades for the course will be calculated as follows:

Class Discussion/Participation 10%; Quizzes 10%; Writing 20%; Mid-term Exam 30%; Final Exam 30%.

Total for Course 100%

GSU utilize the (+) and (-) [plus/minus] scaling in addition to the aforementioned grading scale. Grades shall be adjusted as following.

97 - 100 = A+
 94 - 96 = A
 90 - 93 = A -
 87 - 89 = B +
 84 - 86 = B
 80 - 83 = B -
 77 - 79 = C +
 74 - 76 = C
 70 - 73 = C -
 60 - 69 = D
 59 - 0 = F

If more explanation is needed, please consult with me before or after class, during office hours, or by appointment if none of the aforementioned arrangements may be made.

Rubrics for Grading

All course requirements shall be graded based on the following criterion.

Participation

Each activity or project will be assigned a grade of 0 (Absent), 1 (Beginning), 2 (Progressing); or 3 (Understanding).

	Beginning	Progressing	Understanding
Frequency of participation in discussion and presence at said discussions	Frequently misses class; fails to participate or comment	Present for most classes; chooses to interact in most class discussions	Present for almost all classes; shows continual interaction in class discussions
Relevance & value of comments made during discussions and to presented materials	Cannot classify or recognize relevant issues within presented materials. Is unable to argue views based on evidence found within discussion	Makes some relevant comments; shows a progressing understanding of presented materials and can defend personal views and analysis'	Comments are relevant to class discussions. Is able to assemble, construct and defend argument based on class materials
Rhetoric (analysis and interpretation of written, visual and oral content)	Frequently misinterprets materials. Unable to discriminate or differentiate important factors in class materials	Shows progressive analysis and interpretation of materials. Is able to provide relevant criticism and examine presented issues	Provides well thought out and informed analysis and interpretation of presented materials. Can fully appraise and question presented scenarios
Inclusion and receptivity (self and others) in discussions	Does not participate; dismisses opinions of others out of hand. Unable to recognize diverse opinions. Demonstrates frustration in views counter to his/her own.	Frequent participation. Examines other views. Is willing to experiment with newly presented ideas and opinions.	Constant participation; Listens to the ideas of other; Formulates logically reasoned critical responses. Values input from all
Articulation, vocabulary, and presentation of personal contributions to discussions and class content	Unable to describe or explain views. Difficulty in defining or illustrating ideas.	Demonstrates use of correctly formed, acceptable terminology; Is able to support his/her self views contributing manner	Uses advanced terminology of subject matter. Effectively expresses his/her views. Uses well developed arguments.
Preparation for content discussions	Shows little or no preparation for pre-assigned materials. Is unable to define, list or recall content	Shows preparation for class and use of pre-assigned class materials. Is able to describe, discuss, identify and explain materials.	Is fully prepared for class room discussion. Is able to illustrate and formulate presented materials into well develop oral and written arguments.
Originality in presented ideas	Shows little or no originality in presented or presenting views. Is unable to assesses or discuss materials	Has original content but still relies heavily on provided materials. Is able to demonstrate understanding and interpret materials.	Shows original thinking beyond provided materials. Able to construct, develop, and formulate an argument and offer oral or written defenses

Writing

Each written assignment will be given a grade of 1-100 based on the following criterion: Each defined category will receive a number of points based within the noted specified range, resulting in a final cumulative grade average for each assignment.

	Beginning	Comprehension	Progressing	Mastery
Thesis and Conclusion 1-20	Has no thesis or thesis is weak. Does not have a conclusion that summarizes the argument	Includes one or the other	Thesis is stated in the introduction, and repeated word-for-word in the conclusion. The conclusion summarizes the ideas/content	Thesis is stated in the introduction and reworded in the conclusion. The conclusion summarizes the ideas/content.
Content 1-50	Body of essay has little or no evidence- or completely incorrect and irrelevant content, examples, or evidence	Body of essay has only one example with correct and relevant content	Body of essay has only two examples that offer support to their thesis, but includes correct and relevant content (or three examples with minor mistakes in content)	Body of essay has at least three historically factual examples that support the essay question, (using correct facts, details, and evidence with dates, people, and places)
Number of Paragraphs and sentences 1- 10 points	Less than five paragraphs	Five paragraphs with two or less having five sentences	Five paragraphs with five or more sentences in at least three of the paragraphs	Five paragraphs with five or more sentences in each
Spelling and Grammar 1-10 points	Seven or more spelling and grammar errors	Four to six spelling or grammar errors	One to three spelling and grammar errors	No spelling or grammar errors
Writing Style 1- 10 points	Essay has no roadmap, hard to follow. No transition sentences. Order of information does not make sense	Information is mostly disorganized and hard to follow. Only 1 paragraph ends with a transition sentence.	Information is mostly organized and logically ordered. At least 2 paragraphs end with transition sentences.	Essay flows well; is easy to understand. Information is logically ordered. Transition sentences at the end of each paragraph.

Quizzes and Exams

Quizzes and exams shall be graded based on direct corollary knowledge (identification, short answer, fill-in-the-blank, matching, etc.) and written portions of the exam. All exam and quiz responses requiring formal writing shall be based on the above exemplified writing rubric.

IMPORTANT! Please see the section under attendance and punctuality regarding make up policy.

Required Texts

There are no required texts. However, students sometimes desire a framework to follow along with during the course. I would recommend ***World History*** by Timothy C. Hall. ISBN 978-1-59257-712-5. This is a

much generalized, non-interpretive account of the various areas that you shall be engaging. Though not very formal in its structure, it will provide the base knowledge to which each student may begin to apply their own understanding and interpretations of the events covered during the lectures and viewings (see below). The book is available at virtually all major bookstore chains or online through numerous outlets. A used copy is acceptable, edition irrelevant.

Additionally, there are weekly viewings via the internet which are **required**. These viewings will be accessed at the following website:

<http://www.learner.org/channel/courses/worldhistory/>

Specific directions per each lesson will be given in class prior to each required viewing and reading.

Mac users may find accessing difficulty. If so, arrangements must be made **by the student** to use one of the numerous campus computers (Please see below for more details.) or make similar arrangements suitable to their needs and personal situation. Please see the instructor if there are any other issues.

Individuals without internet access may utilize any one of the numerous computers available to students throughout the campus. For locations of these terminals please see www.gsu.edu, and then go to the search bar in the upper right corner. From there, type in 'computer lab' and then click the locations bar. Alternately, you can utilize the following link:

<http://www2.gsu.edu/~wwwets/labsclassrooms/computerlabs/locations/index.html>

Other required or recommended readings (if necessary) will be placed on reserve at the library. All lecture outlines, and other materials will be made available through postings on the ULearn site of GSU, which is accessible via the internet at www.gsu.edu. How to access this site will be covered in the class introduction.

Course Policies

Missed Coursework, exams, etc:

ALL WRITTEN ASSIGNMENTS ARE DUE IN CLASS. Electronic submissions **ARE NOT ACCEPTABLE**. If a deadline is to be missed, it should be discussed as soon as possible with me. Extensions are at my discretion. Papers turned in late will be reduced by one letter grade per day late. No paper more than 3 days late will be accepted without prior approval.

Missing an exam is highly discouraged. However, life is not always obliging. If an exam is to be missed **with prior knowledge**, it should be discussed with me to make alternate arrangements. There must be **EXTREME EXTENUATING CIRCUMSTANCES** for such an extension. If an exam is missed **without prior knowledge**, the student should contact me as soon as possible. Extensions on exams are NOT generally given without prior approval and, again, there must be **extreme extenuating circumstance** to miss an exam.

PLEASE NOTE: All extensions, incompletes, or make-up exams, are administered within the limits of University Policy.

Plagiarism and other forms of academic dishonesty:

Plagiarism or other forms of academic dishonesty will not be tolerated in any of the assignments, and will result in failing the course. Please consult the section on "Academic Integrity" (Academic Honesty Section 409) in the *GSU Policy Statements* in the student handbook for further details. **NOTE:** It is the students' responsibility to familiarize her/him with these matters as defined by the university.

Attendance and Punctuality

I will take regular roll. Frequent and repeated absence and/or lack of punctuality can (and most likely will) affect your grade. As noted above 10% of class grading will depend on participation in the various class discussions assigned in the syllabus. Arrangement for make up exams and missed assignments are the responsibility of the student. **PLEASE NOTE!** All quizzes shall be given in the **FIRST FIVE MINUTES OF CLASS**. Students will have exactly 5 minutes to complete these mini-tests. There will be **NO** make up for quizzes.

NOTE: The course syllabus provides a general plan for the course; deviations may be necessary.

Course Schedule

Date	Subject/Lesson/Discussion	Assignment for following class
Jan. 05	Class begins. Introduction and syllabus distribution.	Assign 1st writing piece.
Jan. 07	Lecture: 'World History; What it is and what does it entail?'	Written assign. due next class Discuss second written assign.
<u>Jan. 12*</u>	Discussion: 'World History; What it is and what does it entail?'; First writing assignment due.	Watch Unit 1
Jan. 14	Discussion: ' <i>Maps, Time and World History</i> '	
<u>Jan. 19</u>	Martin Luther King Day (No Class)	Watch Unit 2
Jan. 21	Discussion: ' <i>History and Memory</i> '	Read pages 3-10
Jan. 26	Lecture: The Building Blocks of Civilization	Watch Unit 3
Jan. 28	Discussion: ' <i>Human Migration</i> '	Read pages 11-22
Feb. 02	Lecture: First Civilizations of Africa and West Asia	Watch Unit 4
Feb. 04	Discussion: ' <i>Agriculture and Urban Revolutions</i> '	Read pages 23-31
Feb. 09	Lecture: Ancient and Classic China	Watch Unit 5
Feb. 11	Discussion: ' <i>Early Belief Systems</i> '	Read pages 33-41
Feb. 16	Lecture: Ancient and Classic India	Watch Unit 6
Feb. 18	Discussion: ' <i>Order and Early Societies</i> '	Read pages 43-55
Feb. 23	Lecture: Classic Greece	Watch Unit 7
Feb. 25	Discussion: ' <i>Spread of Religion</i> '	
<u>Mar. 02</u>	SPRING BREAK	
<u>Mar. 04</u>	SPRING BREAK	
Mar. 09	Mid-term review/ writing lecture.	Written assign. due next class
<u>Mar. 11*</u>	MID TERM; Second writing assignment due.	Watch Unit 8
Mar. 16	Discussion: ' <i>Early Economics</i> '	Read pages 57-71
Mar. 18	Lecture: When in Rome	Watch Unit 9
Mar. 23	Discussion: ' <i>Connections Across Land</i> '	Read pages 77-88
Mar. 25	Lecture: Islam and Africa	Watch Unit 10
Mar. 30	Discussion: ' <i>Connections Across Water</i> '	Read pages 89-99
Apr. 01	Lecture: Byzantine Empire and Russia	Watch Unit 11
Apr. 06	Discussion: ' <i>Early Empires</i> '	Read pages 101-108
Apr. 08	Lecture: Rebirth in China	Watch Unit 12
Apr. 13	Discussion: ' <i>Spread of Traditions</i> '	Read pages 109-117
Apr. 15	Lecture: Chinese Culture Spreads in East Asia	Watch Unit 13
Apr. 20	Discussion: ' <i>The Family and the Household</i> '	Read pages 119-127
Apr. 22	Lecture: The Mongols Rule!	Watch Unit 14
Apr. 27	Discussion: ' <i>Land and Labor</i> '	Read pages 129-145
Apr. 29	Those Terrible Middle Ages	Written assign. due next class
<u>May 04*</u>	Final Exam-8:00 a.m. Final writing assignment due.	