

HIST 1100/W03 Introduction to World History Summer 2018 (online)

Instructor: Dr. Jiayan Zhang

Office: SO #4110; Office hours: by appointment

Office Phone: (470) 578-6340; E-mail: jzhang3@kennesaw.edu

Please read carefully, print out and **KEEP** a copy. You are responsible for the contents.



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

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Electronic Communications

The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, **this is the sole email account you should use to communicate with your instructor or other University officials.** I will check my email on daily base (not including weekends or holidays). During the week, I will try to respond to emails within 48 hours, it will take longer during the weekends and holidays.

Please do not leave message to my office phone, contact the Department of History and Philosophy (470-548-6294) for emergency.

Course Description

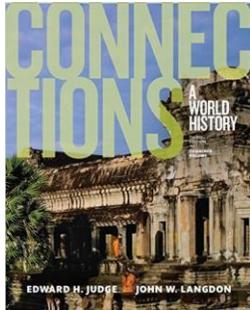
An overview of world history that provides an introduction to the origin and development of the world’s societies and their political, cultural, and economic traditions.

Learning Objectives

HIST 1100 satisfies one of Kennesaw State University’s general education program requirements. It addresses the **SOCIAL SCIENCES** general education learning outcome(s). The learning outcome states: Students analyze the complexity of human behavior and how social, historical,

economic, political, or spatial relationships develop, persist, or change. For more information about KSU's General Education program requirements and associated learning outcomes, please visit http://catalog.kennesaw.edu/preview_program.php?catoid=24&poid=2668

Required readings



Judge, Edward H. and John W. Langdon. *Connections: A World History*. Pearson, 2016 (3rd edition) (Combined volume). ISBN: 978-0-13-384274-6. Can be purchased from KSU bookstore or online.

Course Goals and Objectives

As a part of the General Education Program at Kennesaw State University, the aim of this course is to provide students the basic knowledge of world history that is expected of an educated person. We will look at the history of the human community from its earliest beginnings to the present. This survey will help students develop an appreciation of other people and other cultures, and give a better understanding of why the world in which we live is the way it is.

Goal 1: Students will gain a basic understanding of the origins and development of the world's societies and their political, cultural, and economic traditions, and connection and exchanges among different peoples throughout history.

Objective 1: Students will be introduced to history as a field of academic study.

Objective 2: Students will be able to describe the general narrative of human social development from the Neolithic to the present with attention to the interaction between civilizations and to the interplay of change and continuity in the human experience.

Objective 3: Students will be able to identify specific historical events and periods in history and place events accurately in chronological relation to other events and cultural developments.

Objective 4: Students will be able to identify characteristics of cultural diversity in the world.

Objective 5: Students will be able to distinguish recurring themes in human experience.

Objective 6: Students will be able to identify the relationship between technological and social change.

Objective 7: Students will be able to develop some critical thinking skills such as the ability to identify bias and stereotypes.

Objective 8: Students will be able to identify the major geographic place-names relevant to world history and contemporary affairs.

Objective 9: Students will be able to identify the role of the past in the events of the present.

Goal 2: Students will gain a basic understanding of several major ancient world civilizations (Mesopotamia, Egypt, India, China, Greece, and Rome), three major world religions (Buddhism, Christianity, and Islam), and some major historical events of the world since 1000 (e.g., the Crusade, the Mongol Empire, European overseas expansion, the Protestant Reformation, Colonialism, the

Industrial Revolution, the New Imperialism, WWI, WWII, the Cold War, Decolonization, Socialism/Communism, and Globalization).

Objective 1: Students will be able to explain the brief history of at least three major ancient world civilizations (Mesopotamia, Egypt, India, China, Greece, and Rome) with 100% accuracy.

Objective 2: Students will be able to identify the historical development of three major world religions (Buddhism, Christianity, and Islam) with 75% accuracy.

Objective 3: Students will be able to highlight several key exchanges among different peoples (the Eurasian exchange, the Columbian exchange, globalization, etc.) with 100% accuracy.

Objective 4: Students will be able to chronologically list ten of the above major historical events with 100% accuracy.

Objective 5: Students will be able to explain at least five major historical events from two different perspectives with 75% accuracy.

Objective 6: Students will be able to locate about thirty major countries, ten cities, and ten geographic features of the world with 100% accuracy.

Minimum Technology Requirements

Online learning requires access to computer resources. Generally, basic standards include a computer (either a PC or a Mac) that is less than five years old, equipped with at least Microsoft Office 2007 (including Word, PowerPoint, and Excel) and recent versions of free media players (e.g., RealPlayers, Windows Media Player, QuickTime).

Your internet connection will also be important to your ability to access information. A basic dial-up connection will not be satisfactory. Some audio and video files would take a very long time to download over slow internet connections. A high-speed internet connection is highly recommended for taking online courses.

Minimum Technical Skills

Online courses normally require participants to have average computer literacy. Students should be proficient with the basic functions of standard software packages (e.g., MS Word, MS Excel, MS PowerPoint, and Adobe Reader) and standard players (e.g., Windows Media Player, QuickTime). These programs will need to be accessible to students through home use or other computer access. A list of primers on many of these technologies is available at https://apps.kennesaw.edu/portal/prod/app_uni_cdoc_publ/documents/

A working knowledge of the D2L learning management system is required for participation in online courses.

Student Responsibility

Distance learning requires more individual discipline than traditional classes, and requires that students have at least some control over their time and schedule. It is not easier or less time than face-to-face course. During each week, students are expected to:

- Check D2L course website regularly

- Follow the weekly schedule
- Study the assigned materials, such as read textbook chapters and listen to voiceover lectures
- Complete and submit assigned blogs and quizzes (as well as exams) on time

Tips for Effective Online Learning

For an online class, students can really enjoy the benefits of learning at your own pace and in whatever environment that you choose. Below are some tips for effective online learning:

- Check the D2L course website regularly. Always be aware of the current status of the course.
- Begin your work early. If you can start a task early, don't start late. Assuming you spend the same amount of time completing the task, starting later will be much more stressful than starting early. Never wait until the last minute to begin an assignment! You'll have no turnaround time if you need help or something happens.
- Work closely with your instructor. If you have any pedagogical questions, please do not hesitate to email me.

Course Delivery

This is an online course. Our online week is Thursday at 8:00pm to Thursday at 8: 00pm.

Weekly Learning Modules will become visible around 8:00pm each Thursday. You choose when you access the content within the given time frames. Review of the weekly assignments should take you around 6 hours per week, although it is advisable to plan for possible breaks, interruptions, and technical difficulties. In other words, waiting until the last possible moment to access the material may result in missed information and grades, resulting in a lower course grade. You should expect to spend a total of 8-10 or more hours per week on this course, including reviewing materials, completing activities, and reading textbook. If you foresee possible scheduling conflicts for a certain week, it is advisable that you take steps to be able to turn in your assignments on time.

An atmosphere of mutual trust is essential to the success of this course. Students are required to respect each other's opinions. Expressions of intolerance are discouraged. Abusive, profane, and threatening language will be reported to the Department of Student Conduct and Academic Integrity (SCAI) (KSU Student Code of Conduct is available at <https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>).

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Course Assignments

1. Online reading quizzes (11 points each \times 10 = 110 points)

Students are required to read all reading assignments on weekly base, and to finish all online

reading quizzes within the designed week through the semester. Online reading quizzes will be available on Thursdays around 8:00pm, students can take the quiz anytime they prefer in the following days till next Thursday at 8: 00pm.

For whatever reasons, there will be NO makeup for online reading quizzes, but the lowest two will be dropped.

2. Blog assignments (10 points each \times 5 = 50 points)

Students are required to listen to voiceover lectures on weekly base. All blog assignments will be based on the relevant assigned readings and voiceover lectures.

To complete the blog assignments, students are required to surf the Internet for an image of architecture, art, or an artifact from the period, culture, and/or topic discussed in one of that week's learning modules (see syllabus for weekly learning module topics). The image will be copied and posted to the Virtual Museum (see weekly content modules) with a short paragraph (150 or more words) explaining what this image/object tells us about the people who created it. Students CANNOT post an image that has previously been posted by themselves or a classmate. In addition, students will comment upon TWO of their classmates' original postings. These are ALL or NONE assignments: students must post the image, provide a brief explanatory paragraph (150+ words), and comment on TWO other postings to receive credit for each blog assignment on time (see the **Virtual Museum Instructions** in the Learning Module of Pre-history for more information).

Blog assignments will be available on Thursdays around 8:00pm, students can work on the blog anytime they prefer in the following days till next Thursday at 8: 00pm.

Late posting/comments will not be accepted; no make-up for blog assignments either; but students can skip or miss one blog assignment.

If you find you do not know how to post image on course D2L website, please call 470-578-3555 or email at studenthelpdesk@kennesaw.edu for help.

3. Exams (120 points + 120 points + 150 points = 390 points)

There will be three exams: two midterms and one final. All exams consist of multiple choice questions only. Exams will cover both online lectures and reading assignments, a lot of information covered in online lectures cannot be found in the textbook.

All exams are non-cumulative. The Final exam will only cover materials after midterm 2.

All exams are online. Online exams are **NOT** open-book exams. Online exams are individual assignments. No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the exam. Detection of any form of cheating will result in a failing course grade and will be reported to the Department of Student Conduct and Academic Integrity (SCAI).

Make-up Policy

1. NO MAKE-UP EXAM (except for documented emergency or illness that is reported on or before the exam day, makeup exams usually include ID questions or essays only and should be taken within ONE week after missed exam).

2. A request for a makeup exam, which includes your name, telephone number, e-mail address, and reason for missing the exam, written documentation and/or other evidence of circumstance such as a doctor's note, newspaper obituary, court receipt, etc., and a telephone number for verification of your claim will be required by the instructor in order to consider your request for a make-up exam. In the case of all documentation, students are required to bring both the original and a photocopy for the instructor to keep. Failure to provide all necessary documents will result in some form of penalty, including the refusal of a makeup exam. Students are almost never allowed to make-up more than one exam during a semester.

NO EXTRA CREDITS.

Scores of online reading quizzes and blog assignments will be available sometime after the availability period has ended. Scores of exams will be available online about one week after exam time.

Points and Grade Distribution

Points	Online quizzes	110 points
	Blog assignments	50 points
	Exam 1	120 points
	Exam 2	120 points
	Final	150 points
	In total	550 points

Grade distribution	A = 550-495 points
	B = 494-440 points
	C = 439-385 points
	D = 384-330 points
	F = 329-0 points

I—Indicates an incomplete grade for the course, and will be awarded only when the student has done satisfactory work (C average or higher) up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. Incomplete grades are only valid after submission of the Incomplete Grade form (signed by both the instructor and student) to the Department Chair's office.

Grades represent what students get on exams, quizzes, and blog assignments, and cannot be negotiated because of special circumstances. After the final exam and course grade has been given, no extra work or retakes will be allowed. The Family Educational Rights and Privacy Act protects confidentiality of educational records. Grades will not be given over the phone, through a fellow student, or by e-mail in this course.

Academic Integrity Statement

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C of the Student Code of Conduct addresses the university's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement. See also <https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>.

Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor to discuss the violation **AND** will be reported to the Department of Student Conduct according to the process outlined at the following link:

<https://web.kennesaw.edu/scai/content/scai-misconduct-procedures>

Plagiarism Policy

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit as part of a course (including examinations, laboratory reports, essays, themes, term papers, etc.). When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged.

Examples of Plagiarism Avoidance websites:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

<http://scai.kennesaw.edu/students/general-info.php>

http://scai.kennesaw.edu/students/tips_students.php

Cheating and plagiarism will result in an automatic failing course grade and will be referred to the SCAI (Department of Student Conduct and Academic Integrity).

ADA Compliance

Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require "reasonable accommodation(s)" to complete the course may request those from Department of Student Success Services. Students requiring such accommodations are required to work with the University's Department of Student Success Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an

accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. For more information please visit their website, sss.kennesaw.edu/sds.

Contact information is as follows:

SDS Email: sds@kennesaw.edu

Primary number for Kennesaw campus: 470-578-2666

Primary number for Marietta campus: 470-578-7361

Interpretation of and Changes to this Syllabus

The instructor reserves the absolute right to make pedagogically appropriate adjustments to this syllabus. All questions on this syllabus shall be resolved by consulting the instructor. The instructor reserves the right to change the course schedule, the dates of exams, the due date of online assignments, and other components of this syllabus, as appropriate. Announcements of such changes and/or amendments will be given in advance.

Course Schedule: Learning Modules Topics and Assignments (subject to change)

All chapters, sections, and pages list below are from Judge, Edward H., and John W. Langdon. *Connections: A World History* (3rd edition). Pearson, 2016. ISBN: 978-0-13-384274-6 (combined volume).

Dates	Learning modules topics	Online reading quizzes and blog assignments	Reading assignments (chapters, sections, and pages)
5/31	Introduction to the course		
	Pre-history	Online reading quiz (practice) available; Blog assignment (practice) available	Chap. 1: The Origins and Impact of Agriculture (pp. 9-14); The Emergence of Complex Societies (pp. 15-17).
6/7	Mesopotamia	Blog assignment 1 available	Chap. 2: Early West Asian Societies (pp. 20-30).
	Ancient Egyptian Civilization	Online reading quiz 1 available	Chap. 2: Early Northeast African Societies (pp. 30-36); West Asia and North Africa: The Phoenician Connection (pp. 37); The Israelites and Their God (pp. 38-40).
	Ancient Indian Civilization	Online reading quiz 2 available	Chap. 3: Post-Vedic India: Connections and Divisions (pp. 52-59); Indian Society and Culture (pp. 59-62).
	Ancient Chinese Civilization		Chap. 4: The Classic Age of Chinese Philosophy (pp. 72-76); The Birth of the Empire Under the Qin Dynasty (pp. 76-77).
6/14	Ancient Greek	Online reading quiz 3	Chap. 7: Early Greece (pp. 125-128);

	Civilization	available	Archaic Greece, 750-500 B.C.E. (pp. 128-130); Classical Greece, 500-338 B.C.E. (pp. 130-133); The Arts and Philosophy in Classical Greece (pp. 133-135).
	Ancient Rome	Blog assignment 2 available	Chap. 8: The Birth of the Roman Empire (pp. 154-158).
	Introduction to Christianity	Online reading quiz 4 available	Chap. 9: Early Medieval Europe: Germanic and Christian Connections (pp. 175-183); The Decline and Revival of the Western Church (pp. 183-185).
	Review for exam 1		
6/21-22	Exam 1 , online (available from 8: 00pm, June 21 to 8: 00pm, June 22, 2018)		
6/21	Introduction to Buddhism		Chap. 3: The Religions of India (pp. 50-52).
	Introduction to Islam	Online reading quiz 5 available	Chap. 11: The Rise of Islam (pp. 211-215); Islam Expands, 632-661 (pp. 215-219); The Umayyad Caliphate, 661-750 (pp. 219-221); Society and Culture in Early Islam (pp. 221-223); Chap. 13: Ibn Battuta's Travels in West Africa, 1352 (p. 255).
	The Making of East Asia	Online reading quiz 6 available	Chap. 14: Highlights and Hallmarks of Chinese Society (pp. 273-277); Vietnam and the Chinese Impact (pp. 277-278); Korea and the Chinese Impact (pp. 278-279); The Emergence of Japan (pp. 279-282).
	The Crusades	Blog assignment 3 available	Chap. 16: Conflicts and Connections Between Europe and Islam (pp. 308-312).
6/22	Last day to withdraw without academic penalty		
6/28	The Mongol Empire	Online reading quiz 7 available	Chap. 15: The Mongol Invasions (pp. 292-294); The Mongol Khanates: Conquest, Adaptation, and Conversion (pp. 294-300); The Mongol Impact: Connections and Consequences (pp. 300-305).
	European Overseas Expansion	Online reading quiz 8 available	Chap. 19: The Iberian Impulse (pp. 370-375); The Portuguese Seaborne Empire (pp. 375-379).
	Protestant Reformation and Scientific Revolution	Blog assignment 4 available	Chap. 20: The Protestant Reformation (pp. 392-399); Chap. 24: The Scientific Revolution (pp. 487-489).
	Review for exam 2		
7/5-6	Exam 2 , online (available from 8: 00pm, July 5 to 8: 00pm, July 6, 2018)		
7/5	Colonialism		Chap. 23: The Atlantic Slave Trade (pp. 461-465).
	The Industrial	Online reading quiz 9	Chap. 27: The Industrial Revolution in

	Revolution	available	Britain (pp. 545-548); Industry's Early Spread and Social Impact (pp. 548-552); New Ideas and Ideologies (pp. 552-556).
	West Met East	Blog assignment 5 available	Chap. 29: Instability and Endurance in China (pp. 598-604).
	The New Imperialism	Online reading quiz 10 available	Chap. 30: New Connections and Challenges in Sub-Saharan Africa (pp. 626-631); The Age of Imperialism in Africa (pp. 631-637).
7/12	World War I		Chap. 31: The Path to War and Revolution (pp. 642-647).
	World War II	Online reading quiz 11 available	Chap. 33: East Asia and the Pacific, 1937-1942 (p. 700-703); North Africa and Europe, 1942-1943 (pp. 703-706); Nazi Mass Murders (pp. 706-709); The Defeat of Germany, 1944-1945 (pp. 709-711); The Defeat of Japan (pp. 711-714); The Legacy of World War II (pp. 714-715).
	The Cold War	Blog assignment 6 available	Chap. 34: Origins of the Cold War (pp. 718-723).
	Decolonization	Online reading quiz 12 available	Chap. 37: The Context of African Decolonization (pp. 793-796); The Transformation of Africa after 1945 (pp. 796-803).
7/19	Socialism in the 20 th century		Chap. 34: The End of the Cold War Era (pp. 735-741).
	Globalization		
	Reflection and Review		
7/24-25	The Final , online (available from 8: 00pm, July 24 to 8: 00pm, July 25, 2018)		