HIST 1110 Introduction to World History Fall 2012 (online)
Instructor: Dr. Jiayan Zhang

Office: SO #4110; Office hours: W 11:00am-12:00noon EST or by appointment
Phone: (770) 423-6340; E-mail: jzhang3@kennesaw.edu

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

Contact policy

To contact me, you can email me at jzhang3@kennesaw.edu. I will try to respond to your email within 24 hours during the week (M-F 9am-5pm EST). You may also call 770-423-6340 or visit at the KSU campus, Social Sciences building (#22), Room 4110. You are encouraged to contact me when you have questions. You are always welcome to visit during my office hours or to make an appointment.

Please do not leave message to my office phone. Contact the Department of History and Philosophy (770-423-6294) for emergency.

Catalog course description

An overview of world history which provides an introduction to the origin and development of the world’s societies and their political, cultural, and economic traditions. The course uses a global approach to world history.

Required readings


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, 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, 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.

Class etiquettes

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).
Notes and recordings of this course are used for personal study only; no part of this course may be reproduced or transmitted in any form or by any means electronic, manual, or mechanical (including note taking, recording, downloading, or by any information storage and retrieval system) for purposes of monetary gain without written permission from the instructor.

Course delivery

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

Weekly Learning Modules will become visible by 8:00pm EST each Tuesday. You choose when you access the content within the given time frames. Review of the weekly assignments should take you around 3 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 5-6 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 and assessments on time.

Online reading quizzes (10 points each × 10 = 100 points)

Students are required to read all reading assignments and listen to voiceover PowerPoint Presentations on weekly base, and to finish all online reading quizzes within the designed week through the semester. Online reading quizzes will be available on Tuesdays around 8:00pm EST, students can do the quiz anytime they prefer in the following days till next Tuesday at 8:00pm EST. For whatever reasons, there will be NO makeup for online reading quizzes, but the lowest two will be dropped.

Blog assignments (6 points each × 10 = 60 points)

In twelve weeks, students are required to surf the Internet for an image of architecture, art, or an artifact from the time 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 accompanying text (150 or more words) explaining what this image/object tells us about the people who created it. Students may NOT post an image that has previously been posted by themselves or a classmate. In addition, students will comment upon TWO of their classmates’ postings. These are ALL or NONE assignments; students must post the image, provide a brief explanation, and comment on TWO other postings to receive credit for each assignment on time (see the Virtual Museum Instructions in the Learning Module of Pre-history on Aug.21 for more information). Late posting/comments will not be accepted; no make-up for blog assignments either; but students can skip or miss two blog assignments.
Short writing assignments (20 points each × 2 = 40 points)

There will be two 500-800 words short essays on assigned topics. Essays are due at 8:00pm EST on Tuesdays (Oct. 16 and Nov. 27 respectively) and must be electronically submitted in Microsoft Word file to www.turnitin.com. Essay submitted after due time (no more than one week) will be docked TEN points. NO late essays will be accepted one week after due time. NO makeup for essays. Any shorter essay will be docked ONE point for each 25 words that is less than 500 words. Topics of short essays will be available online two weeks before due time.

Turnitin is a widely used website to protect against plagiarism. Please go to www.turnitin.com to create a student account (if you do not have one). The following are information you need to submit your essays to www.turnitin.com for this course:

Class name: HIST 1110, Class ID: 4902057, enrollment password: 123456.

Essay Rubric

A = Excellent (20-18 points). Your essay will:
- Have a strong thesis (main point) that is clearly supported by an organized essay.
- Provide excellent examples to support your thesis.
- Show thorough comprehension of the ideas presented in lectures and in the readings.
- Demonstrate innovative ideas and approaches.
- Have strong analyses of material and arguments found in lectures, readings, and researches.
- Contextualize ideas and arguments to the overall historical period.
- Have proper citations, if needed.
- Be written clearly, with few errors in grammar, spelling, punctuation or usage.

B = Very Good (17-16 points). Your essay will:
- Have a good thesis that is supported by a mostly well-organized essay.
- Provide appropriate examples to support your thesis.
- Demonstrate comprehension of the ideas presented in lectures and in readings.
- Analyze material and arguments found in lectures and readings.
- Connect ideas and arguments to the overall historical period.
- Have proper citations, if needed.
- Be written clearly, with minor errors in grammar, spelling, punctuation or usage.

C = Good/Average (15-14 points). Your essay will:
- Have a thesis, perhaps flawed, or one that is incompletely supported by the essay.
- Somewhat organized, but some supporting facts appear disjointed (“fact salad”).
- Provide examples to support your thesis.
- Demonstrate basic comprehension of the ideas presented in lectures and in readings.
- Reveal some incompleteness in the material found in lectures and readings.
- Incompletely analyze material and arguments found in lectures and readings.
• Incompletely connect ideas and arguments to the overall historical period.
• Improper use of citations.
• Be written clearly, with some errors in grammar, spelling, punctuation or usage.

**D = Below Average (13-12 points). Your essay will have one or more major problems:**
• A weak thesis; or one that is incompletely supported by the essay.
• Incomplete or weak organization, largely disjointed (“fact salad”).
• Weak examples or neglect to include examples.
• Show minimal comprehension of the ideas presented in lectures and in readings.
• Partially analyze material and arguments found in lectures, readings, and researches.
• Missing necessary citation.
• Show lack of coherence, or many errors in grammar, spelling, punctuation or usage.

**F = Failing (11-0 points). Your essay will receive an F if it meets ANY of the criteria below:**
• Does not meet the minimum requirements for a D.
• Shows clear evidence of plagiarism.
• Does not fulfill the requirements of the assignment, including failing to answer ALL parts of the question.
• Contains unacceptable amount of compositional errors.
• Written in stream of consciousness or incoherent argumentation (babbling).

**Exams (100 points each × 3 = 300 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, many 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. Everyone must take the final to pass the course.

Exam 1 and Exam 2 will be available from 6:00pm EST to 11:00pm EST on September 25, 2012 and October 30, 2012 respectively; you will have 75 minutes to work on the exam during this window period. The Final will be available from 3:00pm EST to 11:00pm EST on December 11, 2012; you will have 120 minutes to work on the Final during this window period.

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).

**NO EXTRA CREDITS.**
Scores of online reading quizzes will be available after the availability period has ended; grades of blog assignments will be available online next week of the assigned week; grades of short writing assignments will be available online within one week after due time. Grade of exams will be available online within one week after exam time.

**Incomplete**

Incompletees will only be given in cases of dire personal and family emergencies. In all cases, the student must have satisfactorily (C average or higher) completed the course up to the last two weeks of the semester.

**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 done within 1 week after missed exam).

2. A request for a make-up 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 make-up exam.

**Points and Grade distribution**

<table>
<thead>
<tr>
<th>Points</th>
<th>Online quizzes</th>
<th>100 points</th>
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<tbody>
<tr>
<td></td>
<td>Blog assignments</td>
<td>60 points</td>
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<tr>
<td></td>
<td>Short essays</td>
<td>40 points</td>
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<tr>
<td></td>
<td>Exam 1</td>
<td>100 points</td>
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<tr>
<td></td>
<td>Exam 2</td>
<td>100 points</td>
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<td></td>
<td>Final</td>
<td>100 points</td>
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<td>In total</td>
<td>500 points</td>
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Grade distribution

A = 500-450 points
B = 449-400 points
C = 399-350 points
D = 349-300 points
F = 299-0 points

Grades represent what students get on exams, quizzes, and writing assignments, and cannot be negotiated because of special circumstances.
In the case of borderline grades, the instructor reserves the right to adjust grades upward for good class behavior or downward for poor class behavior (e.g., the violation of class etiquette, missed many assignments, etc.).

After the final exam and course grade has been given, no extra work or retakes will be allowed.

**Privacy and special considerations**

The Family Educational Rights and Privacy Act (FERPA) protects confidentiality of educational records. Grades will not be given over the phone, through a fellow student, or by e-mail in this course.

Any student who is entitled to special assistance because of a disability must inform the instructor at the beginning of the term in order that arrangements can be made in a timely manner to furnish the needed assistance.

Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Kennesaw State University’s Disability Support Services can be accessed at http://www.kennesaw.edu/stu_dev/dsss/dsss.html

**Academic Integrity**

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 (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. 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 and cited. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

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).

**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 Calendar, the dates of exams, the due dates of written assignments, the instructor’s office hours, and other components of this syllabus, as appropriate. Announcements of such changes and/or amendments will be given in advance.

**Important Course Event Dates (subject to change)**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course events</th>
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</thead>
<tbody>
<tr>
<td>Aug. 21</td>
<td>First day of class</td>
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<tr>
<td>Aug. 28</td>
<td>Final payment due</td>
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<tr>
<td>Sept. 25</td>
<td>Exam 1</td>
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<tr>
<td>Oct. 12</td>
<td>Last day to withdraw without academic penalty</td>
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<tr>
<td>Oct. 30</td>
<td>Exam 2</td>
</tr>
<tr>
<td>Nov. 21-25</td>
<td>Fall break</td>
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<tr>
<td>Dec. 11</td>
<td>Final</td>
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</tbody>
</table>

**Course calendar: Learning modules topics and assignments (subject to change)**


<table>
<thead>
<tr>
<th>Dates</th>
<th>Learning modules topics</th>
<th>Online reading quizzes and blog assignments</th>
<th>Reading assignments (chapters, sections, and pages)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/21</td>
<td>Introduction to the course</td>
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<tr>
<td></td>
<td>Pre-history</td>
<td>Online reading quiz (practice) available; Blog assignment (practice)</td>
<td>Chapter 1: The Origins of Humankind (pp.5-8); The Emergence of Agriculture, 12,500-3000 B.C.E. (pp.21-25)</td>
</tr>
<tr>
<td>8/28</td>
<td>Mesopotamia</td>
<td>Online reading quiz 1 available</td>
<td>Chapter 2: The Emergence of Complex Society in Mesopotamia, ca. 3100-1590 B.C.E. (pp.31-38)</td>
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<td></td>
<td>Ancient Egyptian Civilization</td>
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<tr>
<td></td>
<td>Online reading quiz 1 available</td>
<td>Chapter 2: Egypt During the Old and Middle Kingdoms, ca. 3100-1500 B.C.E. (pp.38-46)</td>
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</tr>
<tr>
<td>9/4</td>
<td>Ancient Indian Civilization</td>
<td>Online reading quiz 2 available</td>
<td>Chapter 3: The Origins of Complex Society in South Asia, 2600-500 B.C.E. (pp.63-71)</td>
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<tr>
<td></td>
<td>Ancient Chinese Civilization</td>
<td>Blog assignment 2</td>
<td>Chapter 4: The Origins of Chinese Civilization, 1200-221 B.C.E. (pp. 91-97)</td>
</tr>
<tr>
<td>9/11</td>
<td>Chinese Traditional Ideologies</td>
<td>Online reading quiz 3 available</td>
<td>Chapter 4: Qin Rulers Unify China, 359-207 B.C.E. (pp.100-106); The Han Empire, 206 B.C.E.-220 C.E. (pp.</td>
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<tr>
<td>Date</td>
<td>Subject</td>
<td>Assignment</td>
<td>Reading Material</td>
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<tr>
<td>9/18</td>
<td>Ancient Rome</td>
<td>Blog assignment 4</td>
<td>Chapter 7: The Roman Republic, 509-27 B.C.E. (pp.177-184)</td>
</tr>
<tr>
<td>9/25</td>
<td>Exam 1, online</td>
<td></td>
<td>Chapter 7: The Rise of Christianity, ca. 30-284 C.E. (pp.192-198); The Decline of the Empire and the Loss of the Western Provinces, 284-476 (pp.199-205)</td>
</tr>
<tr>
<td>9/25</td>
<td>Introduction to Christianity</td>
<td>Online reading quiz 4 available</td>
<td>Chapter 7: The Rise of Christianity, ca. 30-284 C.E. (pp.192-198); The Decline of the Empire and the Loss of the Western Provinces, 284-476 (pp.199-205)</td>
</tr>
<tr>
<td>10/2</td>
<td>Medieval East Asia</td>
<td>Online reading quiz 5 available</td>
<td>Chapter 8: State, Society, and Religion in Korea and Japan, to 1000 (pp.230-235); Chapter 12: The Commercial Revolution in China, 900-1300 (pp.216-222)</td>
</tr>
<tr>
<td>10/9</td>
<td>The Crusades</td>
<td>Blog assignment 6</td>
<td>Chapter 13: The Crusades, 1095-1291 (pp.374-378)</td>
</tr>
<tr>
<td>10/16</td>
<td>The Mongol Empire</td>
<td>Online reading quiz 6 available</td>
<td>Chapter 14: From Nomads to World Conquerors, 1200-1227 (pp.389-394); The United Mongol Empire After Chinggis, 1229-1260 (pp.394-400)</td>
</tr>
<tr>
<td>10/23</td>
<td>Colonialism</td>
<td>Blog assignment 8</td>
<td>Chapter 18: The Spanish Empire in the Americas, 1600-1700 (pp.513-522)</td>
</tr>
<tr>
<td>10/30</td>
<td>Exam 2, online</td>
<td></td>
<td>Chapter 17: The Struggle for Stability in Western Europe, 1500-1653 (pp.490-495); Chapter 21: From Scientific Revolution to Practical Science, 1600-1800 (pp.601-608)</td>
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<td>Review for exam 2</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Assignment/Quiz</td>
<td>Chapter References</td>
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<tr>
<td>10/30</td>
<td>West Met East</td>
<td>Blog assignment 9</td>
<td>Chapter 24: China’s World Inverted, 1800-1906 (pp.693-701)</td>
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<tr>
<td></td>
<td>The Industrial Revolution</td>
<td>Online reading quiz 8 available</td>
<td>Chapter 23: The Industrial Revolution: Origins and Global Consequences, 1780-1870 (pp.663-667); New Paradigms of the Industrial Age: Marx and Darwin (pp.678-682)</td>
</tr>
<tr>
<td>11/6</td>
<td>New Imperialism</td>
<td>Blog assignment 10</td>
<td>Chapter 26: Africa and the New Imperialism (pp.760-769)</td>
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<tr>
<td></td>
<td>World War I</td>
<td>Online reading quiz 9 available</td>
<td>Chapter 27: World War I as a “Total War” (pp.785-793); The Postwar Settlements (794-800)</td>
</tr>
<tr>
<td>11/13</td>
<td>World War II</td>
<td>Short essay 2 topic available</td>
<td>Chapter 29: Total War and Civilian Life (pp.855-866)</td>
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<tr>
<td></td>
<td>The Cold War</td>
<td>Online reading quiz 10 available</td>
<td>Chapter 29: Origins of the Cold War, 1945-1949 (pp.866-870); Chapter 30: The Cold War and Revolution, 1949-1962 (pp.877-883)</td>
</tr>
<tr>
<td>11/20</td>
<td>Decolonization</td>
<td>Online reading quiz 11 available; Blog assignment 11</td>
<td>Chapter 30: Spheres of Influences: Old Empires and New Superpowers (pp.883-897)</td>
</tr>
<tr>
<td>11/27</td>
<td>Socialism in the 20th Century</td>
<td>Short essay 2 due; Blog assignment 12</td>
<td>Chapter 31: The Late Cold War and the Collapse of the Soviet Union, 1975-1991 (pp.911-918)</td>
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<td></td>
<td>Globalization</td>
<td>Online reading quiz 12 available</td>
<td>Chapter 32: Economic Globalization (pp.945-952); Health and the Environment (pp.958-961)</td>
</tr>
<tr>
<td>12/4</td>
<td>Reflection and Review</td>
<td></td>
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<tr>
<td>12/11</td>
<td>Final, online (available from 3:00pm EST to 11:00pm EST)</td>
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