HISTORY 1110-11 – INTRODUCTION TO WORLD HISTORY

Leaf from the Catalan Atlas (ca. 1375) – Bibliothèque Nationale, Paris

Tuesday and Thursday, 9:30-10:45
Social Science Building 2034

Professor Paul Dover
Social Science Building 4108
Phone: 770-423-6728
pdover@kennesaw.edu (please use WEB CT-VISTA mail for questions regarding class content and conduct)
Office Hours: TTh 8-9, 11-12:30, or by appointment

Overview

This course offers a basic introduction to the history of humankind. It can act only as an overview of human history, and is designed to be general in its coverage, but with detailed examination of particular episodes and subjects that highlight particularly interesting or provocative questions for consideration. The thematic focus of this course is what happens when the various world cultures intersect and how they end up influencing each other. My hope is that along the way, we can see through to enjoying ourselves as fellow time travelers, as we speed through space and time.

It is the view of Kennesaw State University (and of this instructor) that an educated person should have a basic knowledge of outlines of world history. This is why this course has been included in the General Education curriculum. The stated, basic objectives of the Department of History for History 1110 are as follows:
1. Acquaint the student with the broad sweep of world history from the Neolithic period to the present.
2. Introduce the student to the nature and sources of historical knowledge.
3. Introduce the student to diverse cultural traditions and norms that have developed in different civilizations and different eras.
4. Familiarize the student with geographical knowledge relevant to world history and contemporary affairs.
5. Contribute to developing the student’s ability to write clear, coherent prose.

PLEASE READ THIS SYLLABUS CAREFULLY, AS YOU ARE RESPONSIBLE FOR ALL ITS CONTENTS.

Texts

Robert Strayer, Ways of the World. A Brief Global History (Bedford St. Martin’s)
Kevin Reilly, ed. Worlds of History. A Comparative Reader (Bedford St. Martin’s)
Voltaire, Candide. Or Optimism (Penguin Classics)

The reading of the assigned portions of this text is required and essential for success in the course. Ways of the World is designed to provide an overview and chronological framework for our in-class lectures and discussions. If you find the level of detail somewhat overwhelming, do not fret, as I expect you to read for understanding and structure, rather than for absorption of minutiae. Worlds of History is a reader of primary and secondary sources, designed to complement the Strayer text. It is to be read in conjunction with Ways of the World.

WEB CT-VISTA

This syllabus is available on WEB CT, as are lecture outlines and assignments. Please access the material there and print it out for your own use. From time to time, I may also post additional short reading assignments or links to articles or news stories of interest. I will announce when I do this in class, but please also check the class WEB CT-VISTA site regularly. Use WEB CT-VISTA mail for questions regarding course content and conduct.

Required Work

- 2 in-class exams, on Thursday, 19 February & Thursday, 2 April (40%)
- final exam on Tuesday, 5 May (30%)
- 2 map assignments, due Tuesday, 27 January and Tuesday, 17 March (10%)
- A critical essay of 3-4 pages, on a subject to be announced, due Thursday, 16 April (20%)
- A visit to Atlanta’s High Museum of Art’s exhibit on China’s Terracotta Army, on your own time. This visit must be completed by Thursday, 26 February.
Other considerations:

- I do not give extra credit assignments
- All written assignments must be submitted in hard copy. They should be stapled, double-spaced, with one-inch margins and in a 12-point, black font.
- Assignments are due in class on the day indicated. Late work will be penalized one full grade for each class day it is late. Exceptions will be made only with a signed note from a physician. Work that is more than a week late will not be accepted for credit.
- Missed exams will be scored as a ‘0’.
- Grading scale:
  
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90-100</td>
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<td>B</td>
<td>80-89</td>
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<td>C</td>
<td>70-79</td>
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<td>D</td>
<td>60-69</td>
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<td>F</td>
<td>&lt;60</td>
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- Grade appeals must be submitted to me in writing and within a week of receiving the grade.
- Please read carefully the information on academic integrity included in this syllabus

**Attendance**

Attendance is essential for success in this course. All the material that we discuss in class meetings will be tested. Should you miss class, you remain responsible for all handouts, notes and announcements. I use a sign-in sheet for attendance. You are permitted 4 unexcused absences in the course of the semester. For each unexcused absence beyond 4, I will deduct a letter grade from your final grade.

Please be on time to class. In his autobiography, Nelson Mandela wrote that he always sought to be on time, as tardiness was indicative of a lack of respect for the other individual – words to live by.

**Academic Integrity**

Research has indicated that 40-60% of American college students reported cheating on examinations in college. Over half of the students who reported cheating in college were repeat offenders who used a variety of nefarious techniques to achieve their objective. While I assume the best of all students, I am also well aware of these realities.

Please read the statement on Academic Honesty in the Kennesaw State University Undergraduate Catalog on pages 243-4. Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II 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 University Judiciary Program, 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.

I take instances of plagiarism very seriously. If I have questions about the integrity of your work, I will ask to meet with you. If outstanding questions remain, I will adhere to the policies above. Please note: the penalty for cheating and/or plagiarism in this course is a failing grade for the semester. We will report all incidents of plagiarism to the Office of Student Affairs, and the incident will become part of your official record. Please read the statement regarding plagiarism at the end of this syllabus.

**Student Deportment**

In striving to create a scholarly, collegial and efficient classroom environment for our students, we cannot and will not tolerate rude and obnoxious behavior such as talking, use of cell phones, pagers and Blackberries, reading of extraneous material such as newspapers, sleeping, and other antisocial activities. This is college – not daycare, If you are not here to learn, do not waste your time and that of your professors and classmates.

**Electronic Devices in Class**

Tape recording of class sessions is permitted, as is the use of laptop computers, provided that your typing does not disturb your classmates or the instructor (if you are a ‘loud’ typist, please refrain from using a laptop). Beepers and cell phones are to be turned off in class. Devices that ring or beep in class will be run through the department paper shredder – no joke. If these devices are needed for emergency use, please let the instructor know before class.

**Class and Reading Schedule**

Please note: this schedule is subject to change, at the instructor’s discretion.

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject, reading, due dates</th>
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<tbody>
<tr>
<td>Thursday, 8 Jan.</td>
<td>Humans &amp; their history</td>
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<tr>
<td>Tuesday, 13 Jan.</td>
<td>The Holocene shift &amp; agriculture</td>
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<td>Reading: Strayer, Chapters 1&amp;2</td>
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<tr>
<td>Thursday, 15 Jan.</td>
<td>Settlement, cities &amp; culture</td>
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<td>Reading: Strayer, Chapter 3</td>
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<td>Tuesday, 20 Jan.</td>
<td>Civilization</td>
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<td>Reading: Reilly, Items 6-9 (pp. 41-59)</td>
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<td>Date</td>
<td>Topic</td>
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<tr>
<td>Thursday, 22 Jan.</td>
<td>NO CLASS</td>
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| Tuesday, 27 Jan. | The Hebrews & the emergence of monolatry                            | Reilly, Item 34 (pp. 201-210) 
MAP ASSIGNMENT #1 DUE |
| Thursday, 29 Jan.| Classical civilizations – Greece                                     | Strayer, Chapters 4 & 6; Reilly, item 17 (pp. 95-105) |
| Tuesday, 3 Feb. | Classical civilizations – Rome                                       | Reilly, Chapter 4 (pp. 108-153) |
| Thursday, 5 Feb. | World religions                                                      | Strayer, Chapter 5 |
| Tuesday, 10 Feb. | Comparing world religions                                            | Reilly, Chapter 6 |
| Thursday, 12 Feb.| Mass migrations & the end of the classical era                      | Strayer, Chapter 6 |
| Tuesday, 17 Feb. | Women in pre-modern societies                                        | Reilly, Chapter 5 |
| Thursday, 19 Feb.| IN-CLASS EXAM                                                        | Please bring a bluebook to class |
| Tuesday, 24 Feb. | The Chinese accomplishment                                           | Strayer, Chapter 9 |
| Thursday, 26 Feb.| NO CLASS                                                             | Please visit the First Emperor’s Terracotta army exhibit at the High Museum by this date. |
| Tuesday, 3 Mar. | The creation of Europe                                               | Strayer, Chapter 10 |
| Thursday, 5 Mar. | The rise of Islam                                                    | Strayer, Chapter 11; Reilly, Item 42 (pp. 250-258) |
| Mar. 10 – 12     | SPRING BREAK – NO MEETINGS                                           |               |
| Tuesday, 17 Mar. | Medieval civilizations contrasted                                     | Reilly, Chapter 8 
MAP ASSIGNMENT #2 DUE |
<p>| Thursday, 19 Mar.| Culure clash: the Crusades                                           | Reilly, Chapter 10  |
| Tuesday, 24 Mar. | Commerce, culture &amp; global exchange                                   | Strayer, Chapter 8 |</p>
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Author/Chapter</th>
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<tbody>
<tr>
<td>Thursday, 26 Mar.</td>
<td>The Mongol explosion</td>
<td>Strayer, Chapter 12</td>
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<tr>
<td>Tuesday, Mar. 31</td>
<td>The Black Death as a global phenomenon</td>
<td>Reilly, Chapter 12</td>
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<tr>
<td>Thursday, 2 Apr.</td>
<td>IN-CLASS EXAM</td>
<td>Please bring a bluebook to class</td>
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<tr>
<td>Tuesday, 7 Apr.</td>
<td>The Americas before Columbus</td>
<td>Strayer, Chapter 13</td>
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<td>Thursday, 9 Apr.</td>
<td>European exploration &amp; the shrinking of the world</td>
<td>Strayer, Chapter 14</td>
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<tr>
<td>Tuesday, 14 Apr.</td>
<td>The footprint of pre-modern humankind</td>
<td>Reilly, Chapter 14</td>
</tr>
<tr>
<td>Thursday, 16 Apr.</td>
<td>Goods, ideas &amp; slavery in Africa, the Indian Ocean &amp; the Atlantic world</td>
<td>Strayer, Chapter 15</td>
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<tr>
<td>Tuesday, 21 Apr.</td>
<td>Reformations</td>
<td>Strayer, Chapter 16</td>
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<tr>
<td>Thursday, 23 Apr.</td>
<td>Science &amp; Enlightenment</td>
<td><em>Candide</em>, first half</td>
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<tr>
<td>Tuesday, 28 Apr.</td>
<td>Discussion of <em>Candide</em></td>
<td><em>Candide</em>, complete</td>
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<tr>
<td>Thursday, 30 Apr.</td>
<td>Industrial &amp; political revolutions &amp; the birth of the modern world</td>
<td>Strayer, Chapters 17 &amp; 18</td>
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<tr>
<td>Tuesday, 5 May</td>
<td>FINAL EXAM</td>
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A discussion of what constitutes plagiarism follows:

**Plagiarism**

The following discussion of plagiarism was produced by Writing Tutorial Services, Indiana University, Bloomington, IN and can be found at [http://www.indiana.edu/~wts/wts/plagiarism.html](http://www.indiana.edu/~wts/wts/plagiarism.html).

**What is Plagiarism and Why is it Important?**

In college courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.
How Can Students Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person’s idea, opinion, or theory;
- any facts, statistics, graphs, drawings--any pieces of information--that are not common knowledge;
- quotations of another person’s actual spoken or written words; or
- paraphrase of another person's spoken or written words.

How to Recognize Unacceptable and Acceptable Paraphrases

Here's the ORIGINAL text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here's an UNACCEPTABLE paraphrase that is plagiarism:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

What makes this passage plagiarism?

The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original’s sentences.
- the writer has failed to cite a source for any of the ideas or facts.

If you do either or both of these things, you are plagiarizing.

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original’s emphasis on factories).

Here's an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).
Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original uses her own words.
- lets her reader know the source of her information.

Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into industrial laborers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these hubs "which became the centers of production as well as of commerce and trade" (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately.
- gives credit for the ideas in this passage.
- indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Note that if the writer had used these phrases or sentences in her own paper without putting quotation marks around them, she would be PLAGIARIZING. Using another person's phrases or sentences without putting quotation marks around them is considered plagiarism **EVEN IF THE WRITER CITES IN HER OWN TEXT THE SOURCE OF THE PHRASES OR SENTENCES SHE HAS QUOTED.**

Plagiarism and the World Wide Web

The World Wide Web has become a more popular source of information for student papers, and many questions have arisen about how to avoid plagiarizing these sources. In most cases, the same rules apply as to a printed source: when a writer must refer to ideas or quote from a WWW site, she must cite that source.

If a writer wants to use visual information from a WWW site, many of the same rules apply. Copying visual information or graphics from a WWW site (or from a printed source) is very similar to quoting information, and the source of the visual information or graphic must be cited. These rules also apply to other uses of textual or visual information from WWW sites; for example, if a student is constructing a web page as a class project, and copies graphics or visual information from other sites, she must also provide information about the source of this information. In this case, it might be a good idea to obtain permission from the WWW site's owner before using the graphics.

Strategies for Avoiding Plagiarism

1. **Put in quotations** everything that comes directly from the text especially when taking notes.

2. **Paraphrase**, but be sure you are not just rearranging or replacing a few words.
Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can’t see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.

3. **Check your paraphrase** against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

**Terms You Need to Know (or What is Common Knowledge?)**

**Common knowledge:** facts that can be found in numerous places and are likely to be known by a lot of people.

*Example:* John F. Kennedy was elected President of the United States in 1960.

This is generally known information. **You do not need to document this fact.**

However, you must document facts that are not generally known and ideas that interpret facts.

*Example:* According to the American Family Leave Coalition’s new book, *Family Issues and Congress*, President Bush’s relationship with Congress has hindered family leave legislation (6).

The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an **interpretation; consequently, you need to cite your source.**

**Quotation:** using someone's words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.

The following example uses the Modern Language Association's style:

*Example:* According to Peter S. Pritchard in *USA Today*, "Public schools need reform but they're irreplaceable in teaching all the nation's young" (14).

**Paraphrase:** using someone’s ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

See also the following handout from the Purdue University Online Writing Lab: http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html