



School of Liberal Arts

HIST 1111 Survey of World History I, Spring 2017

Instructor Information

Instructor: Dr. Rhiannon Evangelista

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Communication

- The fastest way to connect with me is via GGC email. I am happy to set up a face-to-face meeting with you, when possible. However, we may need to establish a time and place via email or by phone.
- At any time you can contact me by email or call me on my GGC cell phone. Please do not text. Communications received Monday through Friday after 5pm EST or on weekends will be returned by the next business day (please leave a voicemail). When I am away from campus (i.e., at a conference), my response may be irregular.
- When corresponding by email, I will communicate with you using only your GGC email. You should check your GGC email every day. Emails from other domains (gmail.com, yahoo.com, etc.) will not receive replies due to the Family Educational Rights and Privacy Act (FERPA).
- When you email me you should consider the email as official correspondence. As such, the email should not appear as a text message but should have proper grammar and punctuation. Begin an email with "Dear Dr. Evangelista," and end with a phrase such as "sincerely" or "best regards". Avoid contractions like "can't" or "it's."
- You should also check your Brightspace (Desire2Learn, D2L) course site every day as well.

Technology Covenant

Technology will be used to deliver content, provide resources, assess learning, and facilitate interaction, both within the classroom and in the larger learning community. This covenant provides a general guideline for the course. I reserve the right to make periodic and/or necessary changes to the covenant, including: technology use and communication channels, in order to accommodate the needs of the class as a whole and fulfill the goals of the course.

Expectations of Students

- All students at GGC need to have access to a computer. If you do not have one, computer labs are available on campus.
- Students can access the course materials and grades via D2L Brightspace.
- Students should check GGC email regularly (at least twice a day).
- Cell phones should be set on silent and stowed during class.
- Because this is a discussion-based class, there will be **no laptop** use during class. Instead, bring a pen and paper to class for taking notes. A Canadian study shows that laptop use can lower grades by 11-17%: <http://www.theglobeandmail.com/life/parenting/back-to-school/laptops-in-class-lowers-students-grades-canadian-study/article13759430/>
- Students must participate in small and large group discussions.
- Professionalism and courtesy are expected and encouraged in this class. In our class discussions, be respectful of the opinions of others, responding to their comments with politeness. Also, encourage quieter students to participate in small group discussions.
- Students must not conduct any activity unrelated to class during class time (i.e. doing homework, sleeping). **Eating is not allowed in class.** Drinking soda/water is permissible.
- Any disruptive or disrespectful behavior will not be tolerated.

Course Information

Class Details

Course Details: HIST 1111 02

Class Time: MWF 10:00-10:50am

Course Location: A1700

Course Description

A Survey of World History to 1500

Course Prerequisites

READ 0098 (if applicable)

Course Resources

Required Texts

Ways of the World: a Brief Global History with Sources, Volume I, Third Edition by Robert W Strayer and Eric W. Nelson et al. Bedford/St. Martin's: 2015. ISBN: 9781319018412. Make sure you buy the edition **with sources!**

Other required readings are posted on D2L Brightspace

Course Goals and Objectives

Students taking this course will learn to collaborate in diverse and global contexts. They will also demonstrate an understanding of human and institutional decision making from multiple perspectives and demonstrate an understanding of moral and ethical principles.

Course Outcomes

Students completing this course should be able to:

- Draw conclusions about historical events to determine cause and effect relationships
- Analyze and interpret primary and secondary sources
- Present information derived from source material
- Communicate effectively in individual and/or group presentations
- Actively participate in group discussion
- Interpret and understand assigned reading materials
- Master knowledge of historical themes and events, and demonstrate how these events have shaped current affairs
- Understand the role of race, gender, ethnicity, religion and class in the evolution of world history

Integrated Educational Experience (IEE) Goals

- IEE1: clearly communicate ideas in written and oral form
- IEE4: Demonstrate an ability to collaborate in diverse and global contexts
- IEE 5: demonstrate an understanding of human and institutional decision making from multiple perspectives
- IEE6: Demonstrate an understanding of moral and ethical principles

Course Requirements and Grading

You can expect to access the course materials and grades via our course in D2L Brightspace. Students should check D2L Brightspace regularly, as course changes will always be announced and recorded on the course site.

Grading Scale

- A (Excellent) 90-100
- B (Good) 80-89
- C (Fair) 70-79
- D (Poor) 60-69
- F (Failure) 59 and below

Course Assessments

Assessment	Details	% of Grade
Exam 1	2/13/17. A mix of multiple choice and short answer questions.	20%
Exam 2	3/24/17. A mix of multiple choice and short answer questions.	20%
Final Exam	5/5/17, 8:00am-10:30am. A mix of multiple choice and short answer questions. One short answer question will be cumulative.	25%
Participation	Participation in class discussions.	15%
Attendance		10%
Reading Responses	Reading responses posted to D2L Brightspace for each class period.	10%

Attendance Policy

This is a discussion-based class. Therefore, attendance and active participation are both expected and required. Come to class prepared with questions to guide discussion. Bring the day's assigned reading to class.

Since attendance is so critical to your success in this course, for every absence you incur over 6, one percentage point will be deducted from your attendance grade. All absences will be counted – **there are no excused absences!** Arriving more than **five minutes** late or leaving class early will result in a half absence.

Reading Responses

Students must read the assigned readings for each class (look under "Class Schedule" to find the readings) and post a **reading response** on D2L Brightspace. The reading responses must be posted to D2L by 9:00am on the day the reading response is due. The instructor will not accept any reading responses posted after that time. To post a reading response on D2L Brightspace, go to Discussions, click "Week _ Reading Response", select "Start new thread", write your post, then click "post". **Editing reading responses is forbidden!** An edited reading response will automatically receive a check minus. Also, friends cannot collaborate on a reading response. Ensure your reading responses are 100% your own work.

Students must answer the following questions in their reading responses for Mondays: 1) What is the most important part of the assigned reading and why? 2) What is the most interesting part of the reading and why? All assigned readings beyond the textbook (unless otherwise indicated in the "Class Schedule" below) will be posted to D2L Brightspace. The instructor will post specific questions about those readings on D2L Brightspace to guide reading responses. Reading responses will be graded on a check plus/check minus (pass/fail) basis.

Makeup Exams

Make up exams will only be given if 1) the student makes the request for a make-up at least 24 hours before the scheduled exam and 2) provides official documentation (such as a doctor's note) within a week of the exam date.

Final Exam Date:

May 5, 2017, 8:00am-10:30am

Course Schedule

Week 1 – First Peoples; First Farmers – to 500BCE

January 9, 2017

- Introduction

January 11, 2017

- *Ways of the World: "The Ways We Were: The First Human Societies," "Breakthroughs to Agriculture", and "Social Variation in the Age of Agriculture,"* pp. 20-22, 26-36, 41-46 (also posted to D2L Brightspace)

January 13, 2017

- If time permits, start on new topic: The First Civilizations

Week 2 – The First Civilizations: Cities, States and Unequal Societies, 3500 BCE-500 BCE

January 16, 2017

- Martin Luther King, Jr. Day – No class

January 18, 2016

- *Ways of the World*: “Something New: The Emergence of Civilizations,” “The Erosion of Equality,” and “The Rise of the State,” pp. 60-80 (also posted to D2L Brightspace)

January 20

- “Law and Justice in Ancient Mesopotamia,” (posted to D2L Brightspace)
- “The Lost City of Cambay” by Anubha Charan (posted to D2L Brightspace)

Week 3 – State and Empire in Eurasia/North Africa, 500 BCE-500 CE

January 23, 2017

- *Ways of the World*: “Comparing Empires: Roman and Chinese,” pp. 117-131

January 25, 2017

January 27, 2017

- *Ways of the World*: “Trung Trac: Resisting the Chinese Empire,” pp. 124
- “Who Killed Alexander the Great?” by James Romm (posted to D2L Brightspace)

Week 4 – Culture and Religion in Eurasia/North Africa, 500 BCE-500 CE, Part I

January 30, 2017

- *Ways of the World*: Introduction to Chapter and “China and the Search for Order,” pp. 147-156

February 1, 2017

- Syllabus quiz for bonus point

February 3, 2017

- “Reflections from Confucius” (posted to D2L Brightspace)
- “Bringing the Sky Down to Earth” by Anthony Aveni (posted to D2L Brightspace)

Week 5 – Culture and Religion in Eurasia/North Africa, 500 BCE-500 CE, Part II

February 6, 2017

- *Ways of the World*: “Cultural Traditions of Classical India,” pp. 157-164

February 8, 2017

February 10, 2017

- “Reflections from Jesus” (posted to D2L Brightspace)

Week 6 – Exam 1 and Society and Inequality in Eurasia/North Africa

February 13, 2017

- Exam 1, no readings

February 15, 2017

- *Ways of the World*: “Slavery: The Case of the Roman Empire,” pp. 203-208

February 17, 2017

- *Ways of the World*: “Comparing Patriarchies,” pp. 208-217

Week 7 – Africa and the Americas, 500 BCE-1200 CE

February 20, 2017

- *Ways of the World*: “Continental Comparisons,” “Civilizations of Africa,” “Alternatives to Civilization: Bantu Africa,” “Alternatives to Civilization: North America,” pp. 229-241, 252-258.

February 22, 2017

February 24, 2017

- *Ways of the World*: “the Coming of Christianity to Axum,” “Axum and the Gold Trade,” pp.268-271
- “Art and the Maya Elite” (posted to D2L Brightspace)

Week 8 – Commerce and Culture, 500-1500 CE

February 27, 2017

- *Ways of the World*: Before Chapter: “An Age of Accelerating Connections, 500-1500,” Chapter Introduction, “Silk Roads: Exchange across Eurasia”, “Sea Roads: Exchange across the Indian Ocean,” and “Sand Roads: Exchange across the Sahara,” pp. 272-305

March 1, 2017

March 3, 2017

- *Ways of the World*: “Travelers Tales and Observations,” pp. 312-321

Week 9 – Spring Break, No Class

Week 10 – The Worlds of Islam, 600-1500, Part I

March 13, 2017

- *Ways of the World*: “The Birth of a New Religion” and “The Making of an Arab Empire,” pp. 363-382

March 15, 2017

March 17, 2017

- “The Voice of Allah,” “The Voice of the Law,” and “The Voice of the Sufis” combined into one document on D2L Brightspace as “The Voices of Islam”
- “Propelled by Faith” by David Abulafia (posted to D2L Brightspace)

Week 11 – The Worlds of Islam, 600-1500, Part II and Exam 2

March 20, 2017

- “Progressive Islam,” “Abandoning Islam,” and “Islamic Feminism” combined into one document on D2L Brightspace called “21st Century Islam”

March 22, 2017

- Exam review, no readings

March 24, 2017

- Exam 2, no readings

Week 12 – The Worlds of Christendom, 500-1300

March 27, 2017

- *Ways of the World*: Introduction to Chapter, “Christian Contraction in Asia and Africa,” and “Byzantine Christendom: Building on the Roman Past,” pp. 409-424

March 29, 2017

March 31, 2017

- Primary Source Activity in the Library, **room L1119**, no readings.

Week 13 – China and the World, 500-1300

April 3, 2017

- No reading or reading response

April 5, 2017

April 7, 2017

- *Ways of the World*: “Izumi Shikibu, Japanese Poet and Lover,” pp. 344-345
- “Social Life at Japanese Court” (posted to D2L Brightspace)
- Presentation by Dr. Roslyn Brown, GGC Career Development and Advising Center

Week 14 – The Mongol Moment, 1200-1500

April 10, 2017

- *Ways of the World*: “Looking Back and Looking Around: The Long History of the Pastoral Nomads,” “Breakout: the Mongol Empire,” “The Plague: An Afro-Eurasian Pandemic,” pp. 457-472, 483-485

April 12, 2017

April 14, 2017

- “The World We have LOST” by Peter Frankopan (posted to D2L Brightspace)

Week 15 – Worlds of the Fifteenth Century Part I

April 17, 2017

- *Ways of the World*: “The Shapes of Human Communities” and “Civilizations of the Fifteenth Century: Comparing China and Europe,” “In the Islamic Heartland: The Ottoman and Safavid Empires pp. 499-518

April 19, 2017

April 21, 2017

- “Columbus – Hero or Villain” by Felipe Fernández-Armesto (posted to D2L Brightspace)

Week 16 – Worlds of the Fifteenth Century Part II and Exam Review

April 24, 2017

- “Pedro de Cieza de León on the Incas” (posted to D2L Brightspace)

April 26, 2017

- Exam review, no readings

April 28, 2017

- No class

May 1, 2017

- No class

Final Exam

May 5, 2017, 8:00am-10:30am

Course Changes

This course syllabus provides a general plan for this course. The instructor reserves the right to make changes to the syllabus at her discretion.

School of Liberal Arts

Vision/Mission Statement

The School of Liberal Arts provides an innovative, multidisciplinary, student-centered, flexible curriculum that prepares the student for further study or work in a global economy. The School seeks to develop the student’s learning through faculty engagement in cross-disciplinary teaching, research and service with a flexible curriculum that responds to increased globalization.

Academic Integrity

Students are responsible for avoiding every aspect or appearance of plagiarism by appropriately citing the sources of ideas, thoughts, or words of others that appear in their academic work.

Please note: Copying reading responses is plagiarism.

Examples of plagiarism include:

- Directly quoting another’s words without appropriate citation and punctuation;
- Overusing quotations in a written work;
- Paraphrasing another’s words without appropriate citation;
- Submitting assignments and other work that is not your own;
- Citing primary and secondary sources incorrectly.

Examples of academic dishonesty include:

- Submitting a single assignment for multiple courses without the instructors' knowledge or permission;
- Using assignments submitted by other students;
- Using unauthorized materials during an exam.

Georgia Gwinnett College Policies

Attendance Policy

The classroom experience is a vital component of the college learning experience. Interaction with instructors and with other students is a necessary component of the learning process. Students are expected to attend regularly and promptly all class meetings and academic appointments. Students who are absent from classes bear the responsibility of notifying their instructors and keeping up with class assignments in conjunction with instructor provisions in the course syllabus. An individual instructor bears the decision as to whether a student's absence is excused or unexcused and whether work will be permitted to be made up; the decision of the instructor in this case is final. Students who are absent because of participation in college-approved activities (such as field trips and extracurricular events) will be permitted to make up the work missed during their college-approved absences, provided that the student discussed with and obtained approval from the instructor to make up the work missed prior to the student's going on the field trip.

Americans with Disabilities Act Statement

Georgia Gwinnett College will provide reasonable accommodation to employees, applicants for employment, students, and patrons who have physical and/or mental disabilities, in accordance with applicable statutes. Georgia Gwinnett College will take affirmative action to employ and advance in employment persons who are qualified disabled veterans, veterans of the Vietnam Era, or other covered veterans. If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Office of Disability Services](#). A CDS Counselor will coordinate those services.

For more information, refer to the [Americans with Disabilities Act Policy](#).

Equal Opportunity and Affirmative Action Policy

Georgia Gwinnett College adheres to affirmative action policies designed to promote diversity and equal opportunity for all faculty and students.

As an equal opportunity institution, Georgia Gwinnett College is committed to nondiscriminatory practices consistent with federal and state requirements and objectives. Georgia Gwinnett College affirms its commitment to keeping its workplace and academic programs free of discrimination and harassment and maintaining an environment that recognizes the innate worth and dignity of every person.

It continues to be the policy of Georgia Gwinnett College to implement affirmative action and equal opportunity for all employees, students and applicants for employment or admission without regard to race, color, creed, religion, national origin, sex, age, sexual orientation, gender identity, pregnancy/parental status, veteran status or disability.

For more information, refer to the [GGC Equal Opportunity and Affirmative Action Policy Statement](#).

Academic Respect

The college exists to foster educational excellence. To this end, a classroom atmosphere that supports learning must be maintained. Students are expected to be active, attentive participants in the class. Students are also

expected to abide by class policies and procedures and to treat faculty and other students in a professional, respectful manner. Students are expected to be familiar with the student conduct code published in the [Student Handbook](#).

Academic Integrity

Student Honor Statement: We will not lie, steal, or cheat, nor tolerate the actions of those who do.

Georgia Gwinnett College students are expected to adhere to the highest standards of academic integrity and are expected to encourage others to do the same. Further, students are expected to take responsible action when it is reasonable to suspect dishonesty on the part of others.

Academic dishonesty carries severe penalties ranging from a grade of "0" on the affected assignment to dismissal from Georgia Gwinnett College. Each faculty member at Georgia Gwinnett College bears the responsibility for assigning penalties for cases of academic dishonesty. Students may appeal a penalty as outlined in the [Student Handbook](#).

Academic Enhancement Center

The Academic Enhancement Center provides free drop-in tutoring for GGC students. Tutoring is available in many subjects including reading college texts, writing assignments, grammar focus, research and citation, college algebra, calculus, chemistry, and physics, and IT. The Academic Enhancement Center for math/science/IT/Business is located on the 2nd floor of the library. The hours of operation of the AEC can be found at the [School of Transitional Studies Academic Enhancement Center](#) web page.

Safety and Security

View the [GGC Safety and Emergency Communications web page](#) for information important to you. To avoid confusion and rumor ensure you (1) sign up for [RAVE](#) alert notification and (2) download the In Case of Crisis app for [iPhone](#) or [Android](#). View the 15 minute [Active Shooter Video](#). You are the additional eyes and ears for first responders. Follow the adage, "If you see something, say something" to a GGC employee. Your community needs your increased vigilance and awareness.