



**HIST 305.01E (80314) WORLD HISTORY TO 17th CENTURY
COURSE SYLLABUS: FALL 2021**

INSTRUCTOR INFORMATION

Professor: Dr. Cynthia Ross (I go by Dr. Ross or Professor Ross; she/her)
Class Time: MWF 12:00pm – 12:50pm
Class Location: Ferguson Social Sciences 141
Office Location: Ferguson Social Sciences 104
Office Hours: MWF 1:00pm – 3:00pm; Email is available 24/7
Instructor Email: cynthia.ross@tamuc.edu
Response Time: Within 24 hours, excluding weekends

Email is the best way to reach me outside of class. I typically respond to email within 24 hours during the week; expect a longer response-time during the weekend.

Please, click on the following link to access the Texas A&M-Commerce Fall Plan for Covid 19 Management, <https://storage.googleapis.com/stateless-new-tamuc-edu/2021/08/20d3bc45-new-fall-2021-covid-19-management-and-guidance-plan-8-13-2021-revised.pdf>

Texas A&M-Commerce and your instructor strongly recommends that all students, faculty, and staff are vaccinated, wear masks in public places, and wash hands frequently to reduce the spread of Covid 19. Your instructor is vaccinated, will comply with all mandatory university testing, and will be masked during class and office hours. Students should refer to the link above for more information on your responsibilities and requirements as a student. Please do not come to class if you are ill or must quarantine. Do your part in keeping your classmates, instructor, and our families with young children well. Covid related absences will be excused and all work can be made up. Contact your instructor for more information.

COURSE INFORMATION

Materials:

Bentley, Jerry H., Herbert F. Ziegler, Heather E. Streets-Salter, and Craig Benjamin. *Traditions & Encounters A Global Perspective on the Past, Volume 1: From the Beginning to 1500*. Seventh edition. New York: McGraw-Hill, 2021. ISBN: 978-1-264-08814-0 (bound), 978-1-264-08809-6 (loose leaf)

Hare, J. Laurence, Jack Wells, and Bruce E. Baker. *Essential Skills for Historians: A Practical Guide to Researching the Past*. New York: Bloomsbury, 2020. ISBN: 978-1-350-00545-7

Other required readings will be on D2L.

Recommended for all History majors: Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*. Ninth Edition. University of Chicago Press. 2018.

A Note about the Course Texts:

Students are expected to acquire the course texts prior to the start of class. Failure to do so will hinder a student's ability to keep up with the course, and the Instructor is in no way responsible for such an eventuality. Allowances will not be made for students who lack possession of the textbooks.

Course Description:

World History differs from traditional Western Civilization not only in its greater geographic scale but also its longer chronological scope. This course begins with the earliest human organizations. Consideration of the ancient period will also include the development of "cradles of civilization," the growth and decline of classical cultures, interactions among classical and nomadic peoples, and the establishment of great world religions. The study of the medieval period will include varieties of rebuilding after the collapse of classical empires, the roles played by great world religions in medieval cultures, the development of technologies of communication and transportation, and the interactions among settled and nomadic peoples. Topics considered in the early modern period include the voyages of exploration and early colonization efforts by China and Europe, and the impact of emerging globalization. Non-majors may enroll with the consent of the department.

Student Learning Outcomes:

Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).

Students will be able to use proper Turabian footnoted citation and bibliographies.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

The reading assignments and class sessions are listed for each week. I expect you to complete your readings prior to class and be prepared to discuss or address specific issues raised in the readings. You will submit all written assignments electronically through D2L so be sure to familiarize yourself with the application before any assignments are due.

Assignment Explanations:

About Me! Post	50 points
Zotero	50 points
Weekly Activity (15 @ 20 points each)	300 points
Mid-term Exam	100 points
Final Exam	100 points
Final Research Paper	300 points
Engagement (attendance, timely submission, discussion)	100 points
End of Semester BONUS	10 points

TOTAL: 1000 points + Bonus

Semester Grades: A: 100-90%; B: 89-80%; C: 79-70%; D: 69-60%; F: 59% and below.

The general grading criteria for all written assignments in this class is based on the following:

- A = Mastery of content and reading material; factual accuracy; thoughtful interpretation or argument that synthesizes original thoughts and ideas with content; technically clean
- B = Good-to-excellent command of the majority of content and reading material; competent factual accuracy; a generally solid historical argument backed with adequate evidence
- C = Fair command of content material; reasonable factual accuracy; ability to articulate a specific thesis or argument even if it is not original or is poorly supported by the evidence
- D = Poor command of content; factual errors; no real argument driving the essay
- F = Even worse than above; completely off topic; no work submission

About Me! Post:

This assignment asks students to upload a picture that says something about you. It doesn't have to be "you" but can be anything that would help the class get to know you. Then write a paragraph or two about yourself. You can include any information you feel comfortable sharing. Some possible ideas are: where you are from, your major, what you plan to do after college, what you find interesting about history, your favorite classroom activity, and anything else you would like to share. In the past students have talked about being from other countries, travels, favorite foods, kids, books, music, pets, and hobbies. I will also post my own About Me! After posting, take a look at your classmates' posts. Notice the diversity and interests among your fellow Lions. Feel free to engage in discussion and ask questions. Remember, this is an upper level course for History majors and minors so you will have classes with each other for the rest of your program. This is our opportunity to get to know one another and it will help when you begin interacting with each other in class. This will be your first EASY 50 points in the course!

Zotero:

Simply put, Zotero will save your academic life. This is a free reference manager that integrates seamlessly with Windows, macOS, Linux, Google Chrome, Firefox, Safari, Edge, digital library searches, Microsoft Word and other word processors. You can access it here: <https://www.zotero.org/> I recommend the stand

alone version. Learning how to use Zotero now will make the rest of your undergraduate degree that much easier. It does Turabian for you! For this activity you will watch a video tutorial I created last summer, we will discuss it in class, you will download the app, learn how to use it, and use it for your written assignments in this class. To complete the assignment, you upload a 1 page document using Zotero to enter footnoted (full note, not author-date) citations of several different types of sources, and create a bibliography page. You will learn how to use the browser connector to automatically download references into Zotero and how to manually enter them. The writing sample you create should have references that include a single author book, a multiple author book, a journal article, a web page, and a primary source. Note, your one page paper can be about anything – baseball bat construction and design, why the TAMUC Lions are awesome, why The Expanse sci-fi series is the best of all time, or why we should all be eating kudzu to save the southern ecology, just to name a few possibilities. This assignment is more about using Zotero to create the footnoted citations and bibliography and satisfies the Student Learning Outcome #2 (Students will be able to use proper Turabian footnoted citation and bibliographies). This will be your second EASY 50 points in the course and you will have a valuable skill for the rest of your university and professional life!

Weekly Activity:

These assignments satisfy the Student Learning Outcome #1 (Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems)). Each week you will complete an activity to help you engage with the material. These activities of 1 to 2 pages (standard paragraphs are 6 to 8 sentences, short paragraphs are 4 to 6 sentences) may include weekly reading analysis, discussion threads, imaginative short essays, informal thought exercises, annotated library searches, podcast responses, or scaffolded portions of your research project. Each week may have a different type of assignment so be sure to set aside time to complete them. Each assignment is worth 20 points. This is your opportunity to develop historical and critical analysis skills using both primary and secondary sources, understand change over time, contingency, and causation. These assignments will also provide you with an introduction to historiography, theories, schools of thought, and the methods historians use. These assignments are not worth a significant amount of points each but they do add up over the course of the semester. I encourage you to not skip any of them. Even if life happens and you cannot devote significant time one week, submit something. These assignments are part of your professionalization as a historian, teaching you more skills that you will use for the rest of your degree and in your career.

Exams:

There will be two non-cumulative multiple choice exams, a mid-term and a final, that address the historical content of the course. The questions will be based on lectures, class materials, and all assigned reading materials. Exams will be available in D2L for one week and timed upon starting the exam. More information about the exams will be available during the first week of class.

Research Project:

The research project is a 10 – 15 page paper (Times New Roman, 12 point font, double spaced, with one inch margins, numbered pages, no less than 10 full pages of text and no more than 15 excluding the title page and bibliography). It can be on the topic of your choice but MUST focus on the interconnectedness of global dynamics manifested as issues, processes, trends, and systems. You may find a comparative paper works well, or tackling an historical debate. Consider such topics as trade, conquest, colonization, or cultural diffusion narrowly defined and your choice must be within the chronological scope of the course (beginning of human history to 1600s). Expect to collect primary and secondary sources for your paper, and at least ten in total. More information on the research paper will be discussed at length in class and scaffolded assignments will be due throughout the semester. Turabian format required.

Engagement:

Regular engagement and keeping up with the material is critical in this course. How do I measure engagement? Engagement is measured based on students attending class, being on time, engaging in class discussion, and completing assignments by the due date. If students have a problem with engagement due to illness, work, family, or life you need to contact me right away. Flexibility and extensions are possible if I know what is going on. For a three-credit course, expect to spend nine hours on class work per week outside of regular class attendance to stay on top of the workload. That's about 12 hours a week, total. University classes can be difficult but not impossible with strict time management. Engagement is worth a maximum of 100 points, which can sometimes be the difference between a C- and a B- or can turn a B- into an A!

Student Responsibilities or Tips for Success in the Course:

Please read the syllabus and adhere to the schedule. Attend class. It is imperative that you complete the assigned readings; the texts will drive classroom discussion, a crucial course requirement. You are responsible for all the material contained in the readings; if you do not read them, you will have a difficult semester. Professional and polite interactions with everyone in the class is expected.

D2L TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the

availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your professor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement:

Students are encouraged to email the professor with questions, concerns, or comments. Students must provide a valid return email address for replies. Unless otherwise announced, students can expect replies within 24 hours during the week. Response times may be longer on the weekends. When sending an email always do the following:

1) Use a subject line. This tells me what the topic is and prevents your message from ending up in my junk mail.

2) Include your class and section (or class time). I need to know exactly which of my courses you are in. This course is Hist 305.01E.

3) Use clear, formal English in your emails. Before sending ask yourself, "Would I send this email to my boss?" If not, revise it for professionalism.

3) End the email with your first and last name, that is "sign" your message. I need to know who you are. If you go by a name that is different than the roster, please let me know.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

All writing assignments should be in standard format – Times New Roman, 12-point font, one-inch margins, double-spaced.

Standard paragraphs are 6 to 8 sentences; short paragraphs are 4 to 6 sentences.

Turabian style with full author-title footnotes and bibliography page is required of all history majors.

Late Assignments:

Any work submitted past the due date may receive a late penalty without prior written approval by the instructor. If you need an extension, email me before the due date.

Extra Credit:

There is one opportunity for extra credit in this course. Students are encouraged to talk to the instructor early and often if they are having problems in the course.

Student Conduct:

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook)

Academic Honesty:

In all courses, I expect that all work that you do and turn in is your own. It is the policy of the University, the History Department, and myself that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be tolerated. Plagiarism is defined as deliberately taking the words or ideas of someone else and passing them off as your own. Cheating is obtaining unauthorized assistance on any assignment. Collusion is the selling of academic products with the intention that they be submitted to satisfy an academic requirement. Students are expected to uphold and support the highest academic standards at all times.

It is fine to use other people's words and ideas as long as they receive credit in citations. If you are unsure about the precise definition of plagiarism and/or think you may have committed this form of academic dishonesty, see the instructor or visit the Online Writing Lab before you turn in the assignment.

If a student commits academic dishonesty on any part of an assignment, the assignment will receive a zero with no possibility for make-up. Additionally, any incidents of academic dishonesty may be reported to the Office of the Provost by the Professor according to university policy 13.99.99.R0.03 Undergraduate Academic Dishonesty.

Writing Lab:

The [TAMU-Commerce Online Writing Lab](#) is a valuable service free to any student. They can help you get started on a paper, help with drafts, and answer specific questions about citation style, grammar, and spelling. While they will not write the paper for you, they are there to give feedback and guidance.

Students with Disabilities Information:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Student Disability Resources & Services
Texas A&M University-Commerce
Gee Library, Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Nondiscrimination Notice:

A&M–Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement:

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Statement on Student Grievances:

Students who have questions or concerns about the Instructor’s course policies or the conduct either of the Instructor or a classmate should first consult with the Instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky (Sharon.Kowalsky@tamuc.edu). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

A&M-Commerce Supports Students’ Mental Health:

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center’s crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel.

Syllabus Change Policy:

The syllabus is a guide. Circumstances and events may make it necessary for the professor to modify the syllabus during the semester. Any changes made to the syllabus will be announced as soon as possible.

All assignments are due Sunday @ 11:59pm, exception Final Exam.

Week 1: Introduction and Early Human History

Readings:

Traditions & Encounters Chapter 1

Essential Skills Introduction & Chapter 1

Additional Reading 1

Assignment:

About Me!

Weekly Assignment

Week 2: The Emergence of Complex Societies in Southwestern Asia and Encounters with Indo-European-Speaking Peoples AND The Emergence of Complex Societies in African and the Bantu Migrations

Monday Sept 6 - No Class, Labor Day

“Intellectual darkness is essential to industrial slavery.” ~ Eugene V. Debs

Readings:

Traditions & Encounters Chapter 2 & 3

Essential Skills Chapter 2 & 3

Additional Reading 2

Assignment:

Zotero

Weekly Assignment

Week 3: The Emergence of Complex Societies in South Asia

Readings:

Traditions & Encounters Chapter 4

Essential Skills Chapter 4

Additional Reading 3

Assignment:

Weekly Assignment

Week 4: The Emergence of Complex Society in Mainland East Asia AND Early Societies in the Americas and Oceania

Readings:

Traditions & Encounters Chapter 5 & 6

Essential Skills Chapter 5

Additional Reading 4

Assignment:

Research Project Topic

Weekly Assignment

Week 5: The Empires of Persia

Readings:

Traditions & Encounters Chapter 7

Essential Skills Chapter 6

Additional Reading 5

Assignment:

Weekly Assignment

Week 6: The Unification of China AND State, Society, and the Quest for Salvation in South Asia

Readings:

Traditions & Encounters Chapter 8 & 9

Essential Skills Chapter 7

Additional Reading 6

Assignment:

Thesis Statement or Question

Weekly Assignment

Week 7: Civilizations of the Mediterranean Basin: The Greeks AND The Romans

Readings:

Traditions & Encounters Chapter 10 & 11

Essential Skills Chapter 8

Additional Reading 7

Assignment:

Weekly Assignment - Annotated Bibliography

Week 8: Cross-Cultural Exchanges on the Silk Roads AND The Resurgence of Empire in East Asia

Readings:

Traditions & Encounters Chapter 12 & 13

Essential Skills Chapter 9

Additional Reading 8

Assignment:

Midterm Exam

Weekly Assignment

Week 9: The Expansive Realm of Islam AND India and the Indian Ocean Basin

Readings:

Traditions & Encounters Chapter 14 & 15
Essential Skills Chapter 10
Additional Reading 9

Assignment:

Final Research Topic and Thesis
Weekly Assignment

Week 10: Eastern and Western Europe in the Early Medieval Period

Readings:

Traditions & Encounters Chapter 16
Additional Reading 10

Assignment:

Weekly Assignment

Week 11: Nomadic Empires and Eurasian Integration AND States and Societies of Sub-Saharan Africa

Readings:

Traditions & Encounters Chapter 17 & 18
Additional Reading 11

Assignment:

Weekly Assignment

Week 12: The Increasing Integration of Europe with the Wider World

Readings:

Traditions & Encounters Chapter 19
Additional Reading 12

Assignment:

Research Project Outline
Weekly Assignment

Week 13: Worlds Apart: The Americas and Oceania AND Expanding Horizons of Cross-Cultural Interaction

Friday, Nov. 26 – No Class; Thanksgiving

Readings:

Traditions & Encounters Chapter 20 & 21
Additional Reading 13

Assignment:

Weekly Assignment

Week 14: Catch Up

Readings:
TBA

Assignment:
Weekly Assignment

Week 15: Wrap Up

Readings:
TBA

Assignment:
Final Research Project
Weekly Assignment

Finals Week

Final Exam Time: Friday, December 17 8:00am – 10:00am