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## Course Syllabus

- **Course Number:** HIST 210

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- **Course Title/Modality:** World History I Online

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- **Credit Hours:** 3

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- **Semester:** Fall 2024

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- **Faculty Name:** Josh Bashalany, M.A.T., M.Ed.

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- **Email Address:** jbashalany@ccsnh.edu

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- **Office Location:** N/A as this is an online course.

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- **Office Hours:** By appointment via email.

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- **Prerequisites:** None

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- **Course Description:**

This survey course covers the historical development of various representative world cultures and civilizations until approximately 1500. Areas covered include: human evolution and migration out of Africa, prehistoric human cultures, the Agricultural Revolutions in the Old and New Worlds, the major “Cradles of Civilization”: Mesopotamia, Egypt, India, China, Mesoamerica, and the Andes, human technical developments, the development of political and legal systems, Ancient Europe, Medieval Europe, contact between Asia and Europe, and other topics. Students will understand history as not only WHO, WHAT, WHERE, and WHEN but will also understand the “WHY”.

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**Text/Instructional Materials and Equipment Required:**

Our primary text will be an Online Educational Resource (OER) available for free online. The textbook information is as follows:

**Berger, Israel, Miller, Parkinson, Reeves, and Williams. *World History: Cultures, States, and Societies to 1500.*** <https://alg.manifoldapp.org/projects/world-history>

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- **Grading:**

- Discussion Board Posts and Comments 100 points
  - Weekly Quizzes 100 points

379 Belmont Road Laconia NH 03246

- Writing Assignment 1 100 points
- Writing Assignment 2 100 points
- **TOTAL:** 400 points

- Grading Scale:

Percentage of Total Points Earned	Final Grade
92.5-100%	A
89.5-92.4%	A-
86.5-89.4%	B+
82.5-86.4%	B
79.5-82.4%	B-
76.5-79.4%	C+
72.5-76.4%	C
69.5-72.4%	C-
66.5-69.4%	D+
62.5-66.4%	D
59.5-62.4%	D-
0-59.4%	F

- **Course Learning Outcomes/Competencies: Upon completion of the course the student will have learned to:**

- 1. Recognize the cause-and-effect relationship of the historical process in the period in world history before 1500
- 2. Discuss the philosophy, religion, art, science, literature, history, politics and military aspects of the historical period from various representative world cultures and civilizations.
- 3. Discuss and evaluate assigned readings.
- 4. Analyze the historical relationship between individuals and their societal framework.
- 5. Evaluate historical societies' treatment of those who deviate from the cultural norms.
- 6. Describe why different cultures have developed differently in world history and why some societies have been able to dominate others.
- 7. Research and write about a historical topic.

### **Academic Integrity and Plagiarism**

Students must abide by the academic honesty policy as defined in the LRCC Student Handbook.

### **ACADEMIC FREEDOM AND COURTESY**

History and other social sciences are not “neutral” disciplines. Indeed, every person has their own biases and viewpoints, and one person’s take on historical events may be different than your own. My goal in this class is to present you with information about history as thoroughly as I can. This means that we are going to cover uncomfortable or upsetting topics, including slavery, genocide, sexual assault and rape, mistreatment of minority groups, etc. While it is important to engage with the facts of history without trying to whitewash or dismiss atrocities that took place, it may be the case that members of the class view certain events differently from each other. It is perfectly fine to disagree with each other or with me in class, as long as disagreements are handled in a respectful and professional manner. Students will never be graded based on their opinions or ideology – grades in this class are based solely on how well students understand the material and their performance on exams and written assignments. I ask all students to help me in creating a welcoming event for everyone.

### **Diversity, Equity, and Inclusion Statement**

The content of this course is designed to challenge your viewpoints and perspective as part of your learning experience. It is my intent that students from all backgrounds and perspectives are well-served by this course. Students' learning needs will be addressed both in and out of class, and the diversity of students will benefit the class and will be considered a resource and strength. Materials and activities presented in class will respect diversity including gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture.

- Discuss privately with me if you feel your success in the class is being impacted by experiences outside of class. I am always open to listening to students' experiences and want to find acceptable ways to process and address the issue.
- If you feel that something offensive occurred regarding DEI topics in class (by anyone) that made you feel uncomfortable, please let me know.
- Please tell me if you have a name and/or set of pronouns different from those on your official records.
- I encourage you to seek out other resources, such as an academic advisor or another trusted faculty member, if you feel more comfortable addressing issues with these individuals. [Anonymous feedback can be submitted here.](#)

I hope this course meets your expectations as a challenging, engaging, and respectful learning experience. If you find this not to be the case, I welcome the opportunity to address your concerns. This is not only a courtesy; it is a matter of process and procedure. Should we fail to arrive at a mutually satisfactory understanding, you should take the matter to my immediate supervisor, Stephen Freeborn at [sfreeborn@ccsnh.edu](mailto:sfreeborn@ccsnh.edu)

### **TURNITIN**

Please be advised that the instructor is using an app named Turnitin on all assignments. Any assignment submitted in this course must be your own original work. It is not acceptable to submit anything you have previously submitted for another course or for another assignment in this course. If you are retaking this course, you are expected to write original papers and answers to exams and not to reuse work from previous semesters. Recycling assignments that were used for a previous assignment in any course is an academic integrity violation and will be treated accordingly. If you are unsure of anything regarding citing, paraphrasing, plagiarism, etc. it is always best to ask the professor for clarification before submitting your work.

### **CANVAS AND EMAIL**

Each student is expected to access and regularly check the Canvas site for this course. I expect you to check your email and Canvas on a regular basis for class updates, changes or additions to readings, etc. Readings should be completed prior to the class meeting for which they are listed in the syllabus. **You are responsible for knowing deadlines and exam dates.**

### **CANVAS MODULES**

The semester will be divided into weekly modules. Course material will be posted in these modules including links, videos, lectures, and other materials. In addition, the assignments will be posted in the weekly Canvas Modules in the week they are due.

### **ASSIGNMENT SUBMISSIONS ON CANVAS AND DUE DATES**

Unless otherwise indicated, written assignments must be submitted on Canvas by 11:59 pm EST on the day that they are due. Late papers will be penalized by 5% each calendar day, which means your grade will drop by one letter grade every two late days. **Papers more than one week late will earn a zero** unless prior arrangements have been made.

Out of fairness to all students, makeup exams will only be given in the case of extreme documented emergency circumstances at the discretion of the instructor. If you have an issue while taking the exam (such as technical problems or a personal emergency), you should contact me immediately. Forgetting to take the exam on the assigned day does not meet the standard of an emergency necessitating a makeup.

## **ASSIGNMENT DETAILS**

### **Discussion (100 Points)**

Participation on our weekly discussion boards is required and is worth 100 points towards your total course grade. You must post a well-thought-out response to one of the weekly discussion questions that I pose as well as responding meaningfully to at least one other student's post from that week. Simply writing "I liked the readings," "I learned a lot," or "That's a good point!" will not count as meaningful discussion. You must engage critically with the material we read each week and demonstrate that you are thinking deeply about it by asking questions, questioning viewpoints, and applying the readings to your real-world experiences. The purpose of discussion board posts is to aid in your retention of the material, to cultivate a discussion with your classmates, and to aid in the learning of others as well. **Your discussion post is due by Thursday and your response to a classmate is due the Sunday of the week for which they are intended.** The instructor retains absolute discretion in determining what does and does not count towards discussion.

### ***Weekly Quizzes (100 points)***

Students are also expected to participate in weekly quizzes via Canvas. The quizzes are based on the readings/assigned videos and podcasts for that week and are due on Thursday of their respective week. Quizzes are worth 30% towards your total grade.

### ***Writing Assignment #1 (100 points)***

Students will choose ONE of the two possible prompts to complete for writing assignment #1. Papers should be 3 *full* pages (not including title page or works cited) and properly cite at least three sources. The paper is due on **October 17**. The two prompts are as follows:

#### Option 1A: Ancient Pen Pals

Imagine that people in ancient history were able to have a pen pal in a different civilization. Write a letter (or a series of letters) from the perspective of someone from one of the early civilizations that we have discussed who is communicating with someone from a different early civilization. For instance, you might write from the perspective of an ancient Greek writing to their pen pal in early China, sharing the wonders of Greek culture and learning about early Chinese successes. How might a conversation between these people go? What might they share with each other or brag about?

#### Option 1B: Ancient Tourism Ad

Imagine that ancient civilizations were interested in developing a tourism industry. Write an ad (such as a commercial script or a pamphlet) trying to convince ancient tourists to come visit one of the early civilizations we have discussed. What sorts of things would an ancient civilization brag about, trying to get tourists to come see it? What issues might they try to cover up so tourists weren't scared away?

### ***Writing Assignment #2 (100 points)***

Students will choose ONE of the two possible prompts to complete for writing assignment #1. Papers should be 3 *full* pages (not including title page or works cited) and properly cite at least three sources. The paper is due on **December 1**. The two prompts are as follows:

#### Option 2A: Fall of Civilizations

Write a letter from the perspective of someone in an early civilization that we have discussed describing the fall of their civilization to a friend or family member. Be sure to describe what factors led to the fall and reflect on what life would be like for someone living through such a time.

Option 2B: Invasion!

A Write a letter from the perspective of someone in an early civilization that we have discussed describing how their civilization was invaded by another country or society. Be sure to describe what that invasion would have been like, how the citizens would have seen the invaders, and reflect on what life would be like for someone living through such a time.

**Course Schedule/Additional Information**

**World History (HIST210) – Class Schedule Fall 2024**

**100% ONLINE**

**Always refer to Canvas for the most up-to-date list of assignments.**

<b>Week</b>	<b>Date</b>	<b>Topics</b>	<b>Assignments</b>	<b>Targeted Outcomes</b>
1	August 26-September 1	Introductions	Introductions discussion, discussion post and pre-test quiz due Thursday  Discussion response due Sunday	1
2	September 2-September 8	Prehistory	Read Chapter 1  Discussion post and weekly quiz due Thursday  Discussion response due Sunday	1, 2, 3, 4, 6,
3	September 9-15	Early Middle Eastern and Northeast African Civilizations	Read textbook chapter 2  Discussion post and weekly quiz due Thursday  Discussion response due Sunday	1, 2, 3, 4, 6
4	September 16-22	Ancient and Early Medieval India	Read textbook chapter 3  Discussion post and weekly quiz due Thursday  Discussion response due Sunday	1, 2, 3, 4, 5, 6
5	September 23-29	China and East Asia to the Ming Dynasty	Read textbook chapter 4  Discussion post and weekly quiz due Thursday  Discussion response due Sunday	1, 2, 3, 4, 5, 6
6	September 30-October 6	The Greek World from the Bronze Age to the Roman Conquest	Read textbook chapter 5  Discussion post and weekly quiz due Thursday	1, 2, 3, 4, 5, 6

			<b>Discussion response due Sunday</b>	
7	October 7-13	The Roman World from 753 BCE to 500 CE	Read textbook chapter 6  <b>Discussion post and weekly quiz due Thursday</b>  <b>Discussion response due Sunday</b>	1, 2, 3, 4, 5, 6
8	October 14-20	Writing Week – no discussion boards or quizzes	<b>Writing Assignment #1 due Thursday</b>	2, 4, 7
9	October 21-27	Western Europe and Byzantium circa 500-1000 BCE	Read textbook chapter 7  <b>Discussion post and weekly quiz due Thursday</b>  <b>Discussion response due Sunday</b>	1, 2, 3, 4, 6
10	October 27- November 3	Islam to the Mamluks	Read textbook chapter 8  <b>Discussion post and weekly quiz due Thursday</b>  <b>Discussion response due Sunday</b>	1, 2, 3, 4, 6
11	November 4-10	African History to 1500	Read textbook chapter 9  <b>Discussion post and weekly quiz due Thursday</b>  <b>Discussion response due Sunday</b>	1, 2, 3, 4, 6
12	November 11- 17	The Americas	Read textbook chapter 10  <b>Discussion post and weekly quiz due Thursday</b>  <b>Discussion response due Sunday</b>	2, 3, 4, 6
13	November 18- 24	Central Asia	Read textbook chapter 11  <b>Discussion post and weekly quiz due Thursday</b>  <b>Discussion response due Sunday</b>	2, 3, 4,

14	November 25- December 1	Week – no discussion boards or quizzes	<b>Writing Assignment #2 due Sunday – happy Thanksgiving!</b>	2, 4, 7
15	December 2-8	Western Europe and Byzantium circa 1000-1500 CE	Read textbook chapter 12  <b>Discussion post and weekly quiz due Thursday</b>  <b>Discussion response due Sunday</b>	2, 3, 4, 6
16	December 9-15	Wrapping Up	<b>Discussion post and weekly quiz due Thursday</b>  <b>Discussion response due Sunday</b>	1-7

*(Note: The above course objectives, teaching strategies, course requirements, assessments, course calendar and topic outline are subject to change in the event of extenuating circumstances)*