

Bowie State University
Department of History and Government

History 110 – 555
World Civilizations to 1500
ONLINE
Fall 2021 3 Credits

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COURSE PREREQUISITES: Students must have successfully passed English 101 to enroll in this class.

COURSE DESCRIPTION: **This course surveys world history from the earliest times until the early modern period. It traces the development the major civilizations of the world and human interaction through cultural, social, economic, and political activity**

REQUIRED TEXT: **Hansen, Valerie and Keneth Brooks. Voyages In World History (volume1: to 1600). 3rd ed. Boston, MA: Cengage Publishers, 2017. ISBN— 978-1-305-58340-5**

RECOMMENDED TEXT: ANY AMERICAN DICTIONARY

EMERGING ISSUES: As Bowie State University strives to become a campus sensitive to the issues of preserving the environment, elements of the class will be conducted in accordance to this ideal. Moreover, through the study of history students will be able to determine their place within an ever changing diverse and global society.

GENERAL EDUCATION COMPETENCIES:

- I. Written and Oral Communications:*
 - a. Analyze and discuss critical issues and recurring themes in the discipline;
 - f. Conduct research and evaluate information using the appropriate methods of the discipline;
- II. Scientific and Quantitative Reasoning:*
 - a. Analyze and understand the physical and biological world as they relate to the historical discipline;
- III. Critical Analysis and Reasoning:*
 - b. Apply skill in analysis, synthesis, and problem solving;
 - c. Apply logical reasoning in the examination and resolution of tasks.
- IV. Technological Competency:*
 - a. Create a document using word processing software;
- V. Information Literacy:*
 - a. Identification of key concepts and terms that describe the information needed;
 - d. Understanding of the ethical, legal and socioeconomic issues surrounding information and information technology.

TECHNOLOGY REQUIREMENTS: This course is web enhanced and has components on University's

Blackboard system. As with any computer system, there **may/will be** glitches during the semester. To access the course go to <https://bsuonline.blackboard.com>, or click on the BSU online tab from the BSU homepage.

LIBRARY REQUIREMENTS: Students will be required to utilize the holdings of the University’s library as well as other accessible repositories to complete the assigned research project. The project and class assignments will introduce students to primary and secondary sources, reference materials, and tools that the historian uses in his/her craft.

STUDENT EXPECTED OUTCOMES:

Students will:

1. be acquainted with the historian’s craft (*Ia, If, IIa, IIIb, IIIc, IVa, Va, Vd*);
2. be exposed to various historiographical writings (*Ia, If, IIa, IIIb, IIIc*);
3. develop an appreciation of the complex societal forces that shaped world history (*Ia, If, IIa, IIIb, IIIc*);
4. have an understanding of the unique institutions, organizations and systems throughout history. (*Ia, If, IIa, IIIb, IIIc*); and
5. study the impact of cultural, economic, societal, and political forces that have shaped present day societies. (*Ia, If, IIa, IIIb, IIIc*).

SPECIFIC LEARNING OBJECTIVES:

1. to assist the student’s understanding of the methodology and techniques of the historian’s craft by utilizing the material culture of humans throughout history;
2. to develop the student’s skills in research and library skills through the use of documents and bibliographic reference tools;
3. to strengthen the student’s ability in the areas of critical thinking and abstract reasoning through the examination of historical problems;
4. to aid in the student’s understanding of the larger plight of humanity through the uniqueness of the various global societies.

NCATE Competencies	
Curriculum Themes	Corresponding Outcomes or Objectives
✓ Academic Scholar	Outcomes 1, 2, & all objectives
✓ Multicultural and Global Perspectives	Outcomes 3, 4, 5 & all objectives
✓ Personal and Interpersonal Perspectives	Outcomes 3, 4, 5 & all objectives
✓ Technological Applications	Outcomes 1 & 2; Objectives 1 & 2

ACTIVITIES TO ACHIEVE THE EXPECTED OUTCOMES:

- Lectures, written assignments, and discussions of conceptual and factual information from the textbook and additional materials such as handouts, articles, and audiovisual material (*Ia, IIa, IIIb, IIIc, IVa, Va, Vd*):
 - to help students’ reading and comprehension skills through synthesizing large amounts of information from required reading materials;
 - to develop historical analysis skills and relate the past to contemporary events;
 - to help students develop listening and note taking skills.
- Examinations (*Ia, IIa, IIIb, IIIc, IIIc*):
 - to test the retention of historical knowledge.
- Research Project (*Ia, If, IIa, IIIb, IIIc, IIIc, IVa, Va, Vd*):
 - to assist students in developing a thesis emphasizing critical thought with regard to a historical problem or question;
 - to assist students in the synthesis of gathered detailed or factual information in a comprehensive and structured fashion;
 - to assist students in the analysis of a historical question or problem;

- to draw conclusions for the development of individual perspectives and interpretations of historical problems or questions.

TEACHING MODES:

This course will focus on critical thinking skills. These relate to students' ability to comprehend, analyze, synthesize, and communicate information from a variety of sources about World History. Students will apply these skills to solving problems or answering questions concerning the study of the human experience. In the process, students will learn how to relate detailed or factual information within conceptual frameworks. This will be accomplished by asking questions such as how do historians know? Students will learn how to ask questions about the past and then to begin the process of learning to address these questions. Finally, students will learn how to effectively communicate their conclusions to a general audience through the development of written and oral presentations. The course also emphasizes reading historical texts as well as listening to other's ideas—all of which are important in the learning process.

The course information will be conveyed to students through lectures, assigned readings, written assignments, and computer work. Corresponding assignments will develop critical thinking, communication, and problem solving skills. In addition, students will produce an original research project to improve their communication and problem solving skills. Lectures will assist students in the process of comprehending general concepts and relating details or facts to these through the synthesis of information. Finally, the course will provide students with a foundation for lifelong learning.

To prepare for class, students should refer to the course outline and focus on the weekly topics and assignments. Students are responsible for completing all assignments, and should pay particular attention to the weekly topic of discussion and activity for focused reading and preparation.

STUDENT PREPARATION ROLES

Students will receive instruction on identifying historical problems or questions; understanding broad historical concepts, gathering related details or facts, and synthesizing information; and testing their required and retained knowledge. *In case of inclement weather or the cancellation of class, students should check Blackboard for corresponding assignments. **Students who have a disability and who would like accommodations should report immediately to Disability Support Services (DSS), located in Room 079 in the Thurgood Marshall Library or call Dr. Michael S. Hughes, DSS Coordinator at 301-860-4067.***

ATTENDANCE

Attendance is required to complete the course successfully. **University rules and regulations state that a student may fail a course if he/she misses a certain number of classes** [six (6) for a course that meets three (3) times a week; four (4) for a class that meets twice a week; and two (2) for a class that meets once a week]. Students are expected to attend (on time) and participate in all scheduled classes and activities. Quizzes and daily class activities are considered class participation and cannot be made up. All students are expected to take examinations and turn in all assignments at the scheduled time. Students who miss assignments because of tardiness will not be able perform make-up work without a valid excuse. Make-up work will be at the discretion of the instructor. For example, if a student misses a quiz, the instructor may, but is not required to, have the student write a paper that is equivalent to that particular activity.

STATEMENT OF ETHICAL AND PROFESSIONAL STANDARDS FOR THE COURSE

According to the "Code of Student Conduct," students are to achieve high standards of ethical and professional academic standards. This includes behavior and appearance in the classroom. For written and non-written scholarship, students are encouraged to be creatively responsible for making a contribution to the body of knowledge. This is accomplished through individual and group effort according to assigned activities. Students who commit acts of plagiarism or copying from other scholarship and/or violating academic standards in the classroom will be penalized according to the

“Code of Student Conduct” for students as outlined by Bowie State University. “In cases involving academic dishonesty, a failing grade or a grade of zero (0) for either an assignment and/or course may be administered. Students who are expelled or suspended for academic dishonesty are not admissible to other institutions within the University System of Maryland.” **Students engaging in academic dishonesty will fail this course!**

CLASSROOM DECORUM

Bowie State University “prohibits disorderly or disruptive conduct on University premises or at University sponsored activities, which interfere with the activities of others, including studying, teaching, research, and administrative operations.” Students must not disrupt class for any reason such as excessive talking or continuously entering/exiting the classroom. Students should be dressed appropriately for an academic setting. Please refrain from the use of cellular phones (talking and text messaging), pagers and other similar electronic devices (e.g., iPods or other MP3 players) during class. These devices must be silenced prior to the start of class. Recording devices are not allowed in this class. Students who fail to adhere to these policies will be penalized accordingly.

COURSE REQUIREMENTS:

Weekly Quizzes questions may be short answer/essay, true or false, or multiple choice. There will be a midterm examination and a final examination. Students must complete and turn in all homework at the stipulated time. Optional extra-credit assignments may be assigned during the semester

Evaluations		
Weekly Quizzes	10@5pts. ea	50%
Midterm Exam	25 pts	25%
Final Exam	25 pts	25%
Total	100 pts	100%

Grading Scale	
90 -100	— A
80 - 89	— B
70 - 79	— C
60 - 69	— D
59 & under	— F

Course Outline

ADDITIONAL READINGS WILL BE ASSIGNED AS NECESSARY. ALL CHAPTER ASSIGNMENTS CORRESPOND TO THE REQUIRED TEXT.

- August 30th – Sept 3rd Course Introduction
-- Discussion Questions and Materials
- Sept 6 - 10 Peopling of the World
Voyages in World History - Chapter 1
Weekly Quiz will be posted on Wednesday
Must be completed by Sunday at 11:59 p.m. (one minute before midnight)
- Sept 13 - 17 First Complex Societies
Voyages in World History - Chapter 2
Weekly Quiz will be posted on Wednesday
Must be completed by Sunday at 11:59 p.m. (one minute before midnight)
- Sept 20 - 24 Ancient India and the Rise of Buddhism
Voyages in World History - Chapter 3
Weekly Quiz will be posted on Wednesday
Must be completed by Sunday at 11:59 p.m. (one minute before midnight)
- Sept 27 – Oct 1 China: Blue Print for Empire
Voyages in World History - Chapter 4
Weekly Quiz will be posted on Wednesday
Must be completed by Sunday at 11:59 p.m. (one minute before midnight)
- Oct. 4th - 8th The Americas and the Islands of the Pacific
Voyages in World History - Chapter 5
Weekly Quiz will be posted on Wednesday
Must be completed by Sunday at 11:59 p.m. (one minute before midnight)
- Oct. 11th - 15th New Empires in Iran and Greece
Voyages in World History - Chapter 6
Weekly Quiz will be posted on Wednesday
Must be completed by Sunday at 11:59 p.m. (one minute before midnight)

Monday, October 11th
The Midterm Examination will be Posted in the Assignments section
of Blackboard
The Midterm will focus on information from
Chapters 1 – 6.
The Midterm must be completed by Sunday, October 17 at 11:59 p.m.

- Oct 25 - 29 Roman Empire and the Islamic Empires of Western Asia and Africa
Voyages in World History - Chapters 7 & 9
 Weekly Quiz will be posted on Wednesday
 Must be completed by Sunday at 11:59 p.m. (one minute before midnight)
- Nov 1 - 5 Multiple Centers of Europe
Voyages in World History - Chapter 10
 Weekly Quiz will be posted on Wednesday
 Must be completed by Sunday at 11:59 p.m. (one minute before midnight)
- Nov 8 – 12 Hindu and Buddhist States
Voyages in World History - Chapter 8
 Weekly Quiz will be posted on Wednesday
 Must be completed by Sunday at 11:59 p.m. (one minute before midnight)
- Nov 15 - 19 Expanding Trade Networks in Africa and India
Voyages in World History - Chapter 11
 Weekly Quiz will be posted on Wednesday
 Must be completed by Sunday at 11:59 p.m. (one minute before midnight)



Thanksgiving Break Nov 22 – 29

- Nov 29 – Dec 3rd China's Commercial Revolution
Voyages in World History - Chapter 12
 Note: No Weekly Quiz on this Chapter. The chapter assessment will be part of the Final Exam
- Dec 6 – 10 Europe's Commercial Revolution and Maritime expansion in the Atlantic

World

Voyages in World History - Chapter 13 & 15

Note: No Weekly Quiz on these Chapters. The chapter assessment will be part of the Final Exam

**MONDAY, DEC. 13TH FINAL EXAM POSTED IN THE
ASSIGNMENTS SECTION. THE EXAM MUST BE COMPLETED BY
SUNDAY, DECEMBER 19TH AT 11: 59 P.M.
THE FINAL EXAM WILL FOCUS ON CHAPTERS 7 THROUGH 15.
WITH AN EMPHASIS ON 11, 12, 13 &15.**

NOTE; AFTER COMPLETING ENGLISH 101 AND 102, STUDENTS MUST TAKE AND PASS THE BOWIE STATE UNIVERSITY ENGLISH PROFICIENCY EXAMINATION. TRANSFER STUDENTS WHO COMPLETED THEIR ENGLISH COMPOSITION REQUIREMENTS AT ANOTHER UNIVERSITY SHOULD TAKE THE ENGLISH PROFICIENCY EXAMINATION DURING THEIR FIRST SEMESTER OF ENROLLMENT AT BOWIE STATE UNIVERSITY.

GENERAL REFERENCE SOURCES

(THESE ARE SEMINAL WORKS RECOGNIZED FOR THEIR TIMELESSNESS TO THE DISCIPLINE)

- ◆ Bennett, Lerone, Jr. *Before the Mayflower: A History of Black America*. Chicago: Johnson, 1982.
- ◆ Du Bois, W. E. B. *The Souls of Black Folk*. New York: New American Library, 1969.
- ◆ Foner, Eric. *Reconstruction: America's Unfinished Revolution, 1863-1877*. New York: Harper and Row, 1988.
- ◆ Franklin, John Hope. *From Slavery to Freedom: A History of African Americans*. New York: McGraw-Hill, 2000.
- ◆ Hine, Darlene Clark, ed. *The State of Afro-American History: Past, Present, and Future*. Baton Rouge: Louisiana State University Press, 1986.
- ◆ _____. *Black Women in United States History*. Brooklyn, NY: Carlson, 1990.
- ◆ Lincoln, Eric C., and Lawrence H. Mamiya. *The Black Church in the African-American Experience*. Durham, NC: Duke University Press, 1990.
- ◆ Litwack, Leon F. *Been in the Storm So Long: The Aftermath of Slavery*. New York: Alfred A. Knopf, 1979.
- ◆ Logan, Rayford. *The Negro in American Life and Thought: The Nadir, 1877-1901*. New York: Collier Books, 1965.
- ◆ Meier, August. *Negro Thought in America, 1880-1915*. Ann Arbor: University of Michigan Press, 1963.
- ◆ Myrdal, Gunnar. *An American Dilemma: The Negro Problem and Modern Democracy*. New York: Pantheon Books, 1975.
- ◆ Quarles, Benjamin. *Black Mosaic: Essays in Afro-American History and Historiography*. Amherst: University of Massachusetts Press, 1988.
- ◆ Sterling, Dorothy, and Benjamin Quarles. *Lift Every Voice: The Lives of Booker T. Washington, W. E. B. Du Bois, Mary Church Terrell, and James Weldon Johnson*. Garden City, NY: Doubleday, 1965.
- ◆ Woodson, Carter G. *The Mind of the Negro as Reflected in Letters Written during the Crisis, 1800-1860*. New York: Russell & Russell, 1969.
- ◆ Woodward, C. Vann. *The Strange Career of Jim Crow*. New York: Oxford University Press, 1974.

REFERENCE AND BIBLIOGRAPHIC BOOKS

- ◆ Aptheker, Herbert, ed. *A Documentary History of the Negro People in the United States*. New York: Citadel Press, 1951.
- ◆ Davis, Nathaniel, ed. *Afro-American Reference: An Annotated Bibliography of Selected Resources*. Westport, CT: Greenwood Press, 1985.
- ◆ Logan, Rayford W., and Michael R. Winston. *Dictionary of American Negro Biography*. New York: Norton, 1982.
- ◆ McPherson, James M., ed. *Blacks in America; Bibliographical Essays*. Garden City, NY: Doubleday, 1971.
- ◆ Newman, Richard, comp. *Black Access: A Bibliography of Afro-American Bibliographies*. Westport, CT: Greenwood Press, 1984.
- ◆ Porter, Dorothy B., ed. *The Negro in the United States: A Selected Bibliography*. Washington, DC: Library of Congress, 1970.
- ◆ Sims, Janet L., comp. *The Progress of Afro-American Women: A Selected Bibliography and Resource Guide*. Westport, CT: Greenwood Press, 1980.
- ◆ Work, Monroe Nathan, comp. *A Bibliography of the Negro in Africa and America*. New York: Octagon Books, 1965.

NOTED JOURNALS AND PERIODICALS

- ◆ *American Historical Review* [American Historical Association]
- ◆ *Black (Negro) History Bulletin* [Association of the Study of African American Life and History]
- ◆ *International Journal of Africana Studies* [National Council of Black Studies]
- ◆ *Journal of African American (Negro) History* [Association of the Study of African American Life and History]
- ◆ *Journal of African American Studies* [Transaction Publishers]
- ◆ *Journal of American History* [Organization of American Historians]
- ◆ *Journal of Black Studies* [Sage Publications]
- ◆ *Journal of Southern History* [Southern Historical Association]
- ◆ *OAH Magazine of History* [Organization of American Historians]
- ◆ *The Black Scholar* [Black World Foundation]
- ◆ *Western Journal of Black Studies* [Washington State University]