HISTORY OF CIVILIZATION BEFORE 1500
HIST 2301-004 – Spring 2013

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Office Hours: TR 11-12, virtual, and by appointment

COURSE DESCRIPTION: This course surveys significant developments prior to 1500 in world history. It explores the achievements and experiences of great civilizations, emphasizing major historical figures and epochs, important ideas and religions, and factors of continuity and change. Particular emphasis is given to the development of the world's religions and the cultural exchanges and encounters of the world's peoples. The course provides a foundation for understanding our heritage and shared values, and introduces students to the historical forces that have shaped today's world.

CLASS PREREQUISITES: No special requirements or prerequisites

REQUIRED MATERIALS:

- Stearns, *World History in Brief*, Volume 1, 7th edition packaged with MyHistoryLab
- Dunnell, *Chiggis Khan*
- Foltz, *Religions of the Silk Roads*, 2nd edition (paperback)

NOTE: the Stearns e-text/MHL/Dunnell e-text are a package and will be available for purchase directly from Pearson (the publisher) in the Blackboard module for this course. Paperback copies of Stearns and Dunnell are optional and can be purchased from a variety of sources. The e-text/MHL format. The Foltz book is available only in paperback and you may purchase from the bookstore or other sources.

CLASS FORMAT: *This is a 100% online, web-delivered course*. There are many opportunities for students to interact with the instructor and each other through discussions and feedback. While there is great flexibility as to when you complete your work, *this course is not self-paced*. It is imperative that students keep up with the pace of the class. Students will move together through the module and assignments/tests must be done within a window of opportunity. Successful online students are self-starters with good time management skills. This course resides in Blackboard. It is the student's responsibility to log into Blackboard (www.uta.edu/blackboard) on the first day of class to access the module.

STUDENT LEARNING OUTCOMES (Course Objectives): Upon completion of this course, students will be able to:

- identify key events, peoples, individuals, terms, periodizations and chronology of the history of the world before 1500.
- demonstrate awareness of the basic geography of the world.
- develop analytical skills by scrutinizing primary source documents
- develop critical thinking skills by discussing the living nature of history, critiquing different interpretations of the same events and explaining how the manipulation of the

past can provide insights into later periods.
- synthesize diverse historical information on broad themes of world history before 1500 and present this information in coherent, well-articulated and well-substantiated discussions, essays and other written work

ASSIGNMENTS, ASSESSMENTS AND GRADING

Your grade for this course will be based upon 500 quality points. 30% of your semester grade is based upon testing; 30% upon projects; and 40% upon Reflection and Reaction assignments.

Grade Scale: A = 500-450; B = 449-400; C = 399-350; D = 349-300; F = 299 and below

NOTE: Students have one week from the posting of an assignment/exam/discussion grade (which will be announced via a class announcement) to challenge the grade or bring up any concerns. All grades are considered final after this period passes and will not be revisited. There will be a shorter protest/review period (notification by class announcement) for items due the last week of class.

Unit Quizzes: There are 3 quizzes (short answer, fill-in-the-blanks, and multiple choice questions), one for each unit in the course. Quizzes cover assigned readings and other course materials and are meant to help assess how well you are learning the course content materials, or the basic "facts." All quizzes are open book and are timed. Worth up to 50 points each.

Geography Project: There is one geography project where students will choose a topic which utilizes geography as one point of reasoning. Assignment includes an essay, images of the geographic location and the creation of a map. You will have several weeks to work on this project. Worth up to 55 points.

Document Project: There is one document project where students will learn how to analyze primary documents. Then students will choose a topic and corresponding primary documents and create a Powerpoint lecture based upon this topic. You will have several weeks to work on this project. Worth up to 55 points.

Comprehensive Essay: There is one 3-4 page analytical essay in this class based upon a broad topic assigned by the instructor. You will have several weeks to work on this project. Worth up to 40 points.

Reflection and Reaction: There are 8 Reflection and Reaction (RR) exercises. Each exercise is worth up to 25 points each. In each RR, students will be assigned a topic/materials to review (these materials will have been previously assigned within the course module), they will then take a multiple choice readiness assessment over these materials, complete a one paragraph journal entry, engage in a discussion of different historical scenarios over the information with other students, and then reflect upon the conclusions they have reached. Complete step-by-step instructions will be included in the course module. Students will be assigned to a learning community to facilitate discussions before the first RR..

Full information on each of these assignments is available in the course module.

Calculating Your Grade: I will not calculate interim class grades for students. To determine where you stand in the class at any given time use the following calculation: Divide the number of quality points you have earned by the total number of quality points available to that point and multiply by 100% to get your interim percentage semester grade. Final grades in this course are awarded upon simple addition of earned quality points according to the aforementioned scale. Note that the "points to date" information in Blackboard grades is not correct because of the way Bb factors in discussion grades.

CLASS OUTLINE AND READING ASSIGNMENTS: Can be found in the Course Module.

GROUPS: - Students will be assigned to a learning community (group) the first week of class.

CLASS CALENDAR: Can be found in the online Course Module

CLASS POLICIES AND INFORMATION

A Respectful Learning Environment: It is the goal of the Department of History and the College of Liberal Arts to create and maintain a respectful learning environment in online courses. The official policy concerning communications within this course is stated below:

"When contacting your academic coach or instructor via email, remember to construct your messages both respectfully and carefully (be as specific as possible with your questions). In this course, as with any other UTA course, your communication with students and faculty should be the utmost professional. When communicating with your peers and instructor, there will be NO discrimination on the basis of sex, race, color, national origin, sexual orientation, religion, ideology, political affiliation, veteran status, age, physical handicap, or marital status. Keep in mind that instructors reserve the right to manage a positive learning environment and thus will not tolerate inappropriate conduct in the course. All UTA students are responsible for behaving in a manner consistent with UTA's Standard Code of Conduct. Students violating these codes will be referred to the Office of Student Conduct."

Participation Policy: Regular, weekly participation is required.

Drop Policy: I urge you to consult with me before dropping this course, you might be doing better than See your advisor for information before dropping. STUDENTS WILL NOT BE AUTOMATICALLY DROPPED FOR NON-ATTENDANCE.

E-Mail Policy: The University email address is the official means of communication with students. ***I require all students to check their UTA email account frequently.***

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing me of your needs at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Academic Integrity: It is the philosophy of UTA that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. I take scholastic dishonesty very seriously – if the excerpt below is unclear, see me. I consider copying directly from the text or internet sites without proper citation as plagiarism. If in doubt, cite. I do not give credit for plagiarized assignments or cheating on exams and I will refer plagiarism to the Office of Student Judicial Affairs.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22)

I expect all students to adhere to the UTA Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Student Support Services Available: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

BOTTOM LINE: If you feel that you are falling behind, need help in writing or have any other difficulty with this course, please see/contact me right away and I will attempt to help you myself or direct you to available resources. Don't just flounder along, seek aid while there is still time to get a higher grade.