

# World History 103-899

## Contact Information

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**Office Hours:** *by appointment*. In the summer I find it most effective to hold office hours by appointment. Drop me a line via e-mail and I will do my best to set up a time to meet within a day or two of your first contact. We can meet live, via phone or the Virtual Office Hours system in Blackboard.

## Course Description

This course surveys human history before 1600 CE with special attention given to large-scale developments that have shaped the world today.

## Statement on disability accommodation

To request academic accommodations for a disability, contact the Director of the Disability Resource Center, Meyer Library 101, Room 302, 417-836-4192 or 417-836-6792 (TTY), [www.missouristate.edu/disability](http://www.missouristate.edu/disability). Students are required to provide documentation of disability to the Disability Resource Center prior to receiving accommodations. The Disability Resource Center refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, 417-836-4787, <http://psychology.missouristate.edu/lcd>.

## Required Textbook with Launchpad Subscription

There are two options for purchasing our book. The first includes a paper version of the book, the second includes only the e-book, but is a bit cheaper.

### 1. FROM THE BOOKSTORE

Strayer: Ways of the World Loose Leaf book with Launchpad Pkg, 3<sup>rd</sup> edn  
ISBN 978-1-319-05995-8      \$50.00

**NOTE:** The instructions for registering with Launchpad that come with the loose leaf book require a 'unique URL provided by your instructor'. These instructions are unhelpful because I need to you to register through Blackboard, so that My Grades in our Blackboard site syncs with the gradebook in Launchpad. So instead of providing the unique URL I have created links directly from Blackboard to Launchpad. When you go to register, just follow these instructions:

1. Go to our course on Blackboard.
2. Select the 'Weekly Assignments' button in the menu on the left hand side of the screen.
3. Then select the first folder "Part One Introduction..."
4. In that folder are a series of links to our course, with icons that look like red flags with single white stripes. Select Part One, Chapter One or Chapter Two. Any one of these will take you to the unique course URL in the textbook instructions.

## 2. DIRECTLY FROM THE PUBLISHER

Strayer: Ways of the World Launch Pad Access Code V1 \$43.99

**NOTE:** The best way to purchase web access, is just to go to log into our first assignment and follow the system prompts.

1. Go to our course on Blackboard.
2. Select the 'Weekly Assignments' button in the menu on the left hand side of the screen.
3. Then select the first folder "Part One Introduction...."
4. In that folder are a series of links to our course, with icons that look like red flags with single white stripes. Click on Part One, Chapter One or Chapter Two. These links will take you to the site and the system will ask for a code and will also give you the option to purchase a code. Use the purchase code option.

## Weekly Topics

DATES	TOPICS
12-18 June	Chapter 1: First Things First
12-18 June	Chapter 2: First Civilizations
19-25 June	Chapter 3: State and Empire in Eurasia and North Africa
19-25 June	Chapter 4: Culture and Religion in Eurasia/North Africa
26 June-2 July	Exam 1
26 June-2 July	Chapter 5: Society and Inequality in Eurasia/North Africa
3-9 July	Chapter 6: Commonalities and Variations
3-9 July	Chapter 7: Commerce and Culture
10-16 July	Chapter 8: China and the World
10-16 July	Exam 2
17-23 July	Chapter 9: The Worlds of Islam
17-23 July	Chapter 10: The Worlds of Christianity
24-30 July	Chapter 11: Pastoral Peoples on the Global Stage
24-30 July	Chapter 12: The Worlds of the Fifteenth Century
3 August	Exam 3

## Assignment Due Dates

<b>Date Due</b>	<b>Assignment</b>	<b>Points</b>
<b>18 June</b>	Chapter 1 LearningCurve Quiz	100
<b>18 June</b>	Thinking Through Sources 1 Quizzes	100
<b>18 June</b>	Chapter 2 LearningCurve Quiz	100
<b>18 June</b>	Thinking Through Sources 2 Quizzes	100
<b>18 June</b>	Respondus Extra Credit Quiz	50
<b>25 June</b>	Chapter 3 LearningCurve Quiz	100
<b>25 June</b>	Thinking Through Sources 3 Quizzes	100
<b>25 June</b>	Chapter 4 LearningCurve Quiz	100
<b>25 June</b>	Thinking Through Sources 4 Quizzes	100
<b>2 July</b>	Exam One: Essay	200
<b>2 July</b>	Exam One: Multiple Choice	400
<b>2 July</b>	Exam One Extra Credit Essay	50
<b>2 July</b>	Chapter 5 LearningCurve Quiz	100
<b>2 July</b>	Thinking Through Sources 5 Quizzes	100
<b>9 July</b>	Chapter 6 LearningCurve Quiz	100
<b>9 July</b>	Thinking Through Sources 6 Quizzes	100
<b>9 July</b>	Chapter 7 LearningCurve Quiz	100
<b>9 July</b>	Thinking Through Sources 7 Quizzes	100
<b>16 July</b>	Chapter 8 LearningCurve Quiz	100
<b>16 July</b>	Thinking Through Sources 8 Quizzes	100
<b>16 July</b>	Exam Two: Essay	200
<b>16 July</b>	Exam Two: Multiple Choice	400
<b>16 July</b>	Exam Two: Extra Credit Essay	50
<b>23 July</b>	Chapter 9 LearningCurve Quiz	100
<b>23 July</b>	Thinking Through Sources 9 Quizzes	100
<b>23 July</b>	Chapter 10 LearningCurve Quiz	100
<b>23 July</b>	Thinking Through Sources 10 Quizzes	100
<b>30 July</b>	Chapter 11 LearningCurve Quiz	100
<b>30 July</b>	Thinking Through Sources 11 Quizzes	100
<b>30 July</b>	Chapter 12 LearningCurve Quiz	100
<b>30 July</b>	Thinking Through Sources 12 Quizzes	100
<b>3 August</b>	Exam Three: Essay	200
<b>3 August</b>	Exam Three: Multiple Choice	400
<b>3 August</b>	Exam Three: Extra Credit Essay	50

# Course Assessment Breakdown

Type of Assignment	Points per assignment	Number per Semester	Total Points	Percentage of Overall Grade
Learning Curve Quizzes	100	12	1200	28.5%
Thinking Through Sources Quizzes	100	12	1200	28.5%
Exams	600	3	1800	43%
<b>Total</b>			<b>4200</b>	<b>100%</b>
Extra Credit Opportunities	50	4	200	

## Grading Scale

Grading Scale		Points Required
100-93%	A	3906-4200
92.99-90%	A-	3780-3905
89.99-87%	B+	3654-3779
86.99-83%	B	3486-3653
82.99-80%	B-	3360-3485
79.99-77%	C+	3234-3359
76.99-73%	C	3066-3233
72.99-70%	C-	2940-3065
69.99-67	D+	2814-2939
66.99-60	D	2520-2813
59.99-0	F	0-2519

## Learning Curve Quizzes

You are required to complete a LearningCurve quiz for each chapter of our book. LearningCurve is an adaptive learning tool designed to identify what you know well and where gaps in your knowledge exist. Where gaps are identified it works with you by providing feedback and advice to help you learn the material. A LearningCurve quiz is completed when you have mastered all the topics in the chapter.

Missing some questions does not count against you as long as you ultimately are able to answer questions on the topic correctly. You are welcome to use your textbook and notes while completing this assignment.

*How does it work?*

LearningCurve asks you a series of multiple choice questions. You accumulate points for answering the question correctly, and partial points if you are able to answer the question with prompting from the program. Your goal is to accumulate points which in turn reflect your mastery of the topic. If you do well on a topic you will rapidly accumulate points and move on to the next section of the chapter. More difficult conceptual questions are worth more points; and if you are doing well the computer will automatically move to these more difficult questions. If you have trouble it will provide you with feedback as to why your answer was incorrect, the correct answer for those that you miss, direct you to pages in the text where the topic is covered, and continue to ask you questions on the topic.

Because it adapts to your performance the LearningCurve quiz has no time limits. You are welcome to take as long as you need. Also there is no set number of questions on the quiz because this is dependent on your performance.

### *How will I be graded?*

You will receive the full 100 points available when you complete the LearningCurve quiz. It is OK if you missed some questions along the way. As long as you eventually master the material you will receive full credit for the quiz. Indeed, you will receive full points no matter how long it took to complete or how many questions you missed. Take these assignments seriously. The exams for this course are based on the pools of questions in LearningCurve, so while you are completing these assignments you are also preparing of the exams.

### *Further Features of LearningCurve*

As LearningCurve is likely unfamiliar to you, I would like you to be aware of several features.

- It allows you to work at your own pace. You do not need to complete it all at once. You can return to it as many times as you would like until the due date.
- If you are clearly guessing the computer will increasingly penalize you making it difficult to accumulate points.
- It keeps track of your progress and offers you advice on what to study. The Personalized Study Plan in LearningCurve allows you to determine what you know and don't know about the concepts covered. To help organize subsequent review you can access it any time by selecting the progress bar that appears below each question. Clicking on each topic label reveals reference materials and other activities related to that topic.

## **Thinking through Sources Assignments**

You will complete a Thinking through Sources assignment for each chapter. In Launchpad they appear as a separate link just below the chapter that they accompany. I personally created these features and constructed them to give you an opportunity to explore a critical theme that I consider central to our course. Each exercise works in the same way. You will examine a series of sources, some written others visual, at your own pace. I include a detailed introduction to each source to help orient you. You will then take a simple open book multiple choice quiz at the end of each source to test your comprehension. These are low stakes assessments worth 10 points each. At the end of each feature are two quizzes, one called 'Organize the Evidence' and another called 'Draw Conclusions from the Evidence' that ask you to consider the sources as a group. Again these quizzes are open book and designed to test your comprehension. The points vary on the two quizzes at the end of the feature, depending on how many sources are in the collection. However, the total points for the whole exercise is always 100.

## **Exams**

You will complete three exams over the course of the semester. Each is based on a four chapter unit in our textbook. They are not cumulative, instead focusing just on those four chapters.

Each exam is composed of two parts:

### **PART ONE:**

Part one asks you to write a short three to five page essay answering one of the Guiding Questions in the Thinking through Sources features. To complete part one of the exam, simply select the exam folder inside the Weekly Assignments button. Then open the Exam One: Part One sub-folder. Inside you will find a drop box where you will submit your essay and instructions including the four possible Guiding Questions for the

exam. You are required to answer one of these questions. The choice is yours.

Once you have selected the guiding question that you would like to answer, return to the Thinking through Sources feature associated with that question. Use the sources in that feature to construct your answer. Everything that you require to answer the question is available in the feature. Remember that all the quizzes and especially the ‘Organize the Evidence’ and ‘Draw Conclusions from the Evidence’ quizzes at the end are designed to help you organize your thoughts to answer the Guiding Question. It would be worth reviewing these exercises when preparing to write your answer.

This portion of the exam is worth 200 points and can be completed at any time. I would encourage you to consider completing this portion of the exam when you complete the associated Thinking through Sources feature. If you do this the sources will be fresh in your mind and you will also be ahead of the game when we reach the exam.

I will use the following rubric when grading these assignments:

	No Points	Unsatisfactory F	Needs Improvement D	Satisfactory C	Very Good B	Exceptional A
Characteristics	There is no response to the question, or the response does not address the question.	There is a response to the question. Answer is vague and does not draw specific examples directly from the sources or video. There are misspellings, grammatical errors, and a lack of structure. The answer may be shorter than 3 pages.	The response provides the minimal amount of information required to answer the question. It is not cohesive and does not flow. The response states the respondent's opinion without drawing on specific historical evidence from the material examined to substantiate the opinion.	The answer addresses the question and is of the assigned length. The answer indicates some understanding of the question but does not draw on specific historical evidence to support the argument.	The answer addresses the question in a coherent manner and is of the required length. It includes supporting evidence drawn from the assigned materials.	The answer addresses the question in the required length. It includes supporting evidence drawn from the materials. The answer also shows analytic or synthetic thinking about the question.

## PART TWO:

The second part is composed of 50 multiple choice questions and is worth 400 points. You will have 50 minutes to complete the exam. The questions are drawn from the pool of LearningCurve quizzes that you have completed as part of the course work for those chapters.

You can take this portion of the exam **twice**. In order to take it on-line you must use the Respondus Lockdown Browser. This browser requires a camera. It can be downloaded for free to your home computer, or it is also available on computers at the main MSU computer labs.

*Preparing for the Multiple Choice portion of the exam:*

The LearningCurve quizzes are designed to prepare you for the exams even as you are mastering the material for each chapter. The exams are drawn directly from the LearningCurve question pools, so you will be familiar

with many of them. The exam pools are weighted towards more comparative and conceptual questions-- that is those worth more points in the LearningCurve system. I have taught using this system for several semesters now and I can tell you from previous experience that the best way of preparing for the exam is not to try to memorize all of the questions in the LearningCurve system. There are too many and in any case you can never be certain that you have seen all the questions. A number of students have tried and failed with this approach. Instead use the margin questions in our text as a study guide to review for the exam as you would any other. Then use LearningCurve to assess your readiness to take the exam. Even after you have completed the assignments, LearningCurve allows you to return to the quizzes for review. If you find that the pool of questions has become too small, simply miss a few question on purpose. This will bring more question back into the pool.

## Course Goals and Learning Outcomes

**History 103 meets the following course goals and learning outcomes in the General Education Curriculum:**

General Goal 9	Course Goal
Understand how various forms of written, oral, musical, visual, and bodily expression contribute to human knowledge and experience.	Understand how various forms of written, oral, and visual expression contributed to human knowledge from prehistory to the 16 <sup>th</sup> century.
Interpret texts and other cultural products in ways that reflect informed understandings of relevant contextual factors, including socio-cultural influence and cultural traditions, perspectives, and behavior patterns.	Learn to interpret texts and other cultural products within the context of societies from prehistory to the 16 <sup>th</sup> century.
Analytically compare the influences of community, institutions, and other constructions such as class, gender, and race on the ways of thinking, believing, and acting in cultural and historical settings other than one's own.	Learn to analyze and compare the influences of community institutions, and constructions such as class, gender, and race, on the ways of thinking, believing, and acting in historical settings from prehistory to the 16 <sup>th</sup> century.

## Social Studies Accreditation: HST 103 and 104

The Bachelor of Science in Education of history program at Missouri State is a fully accredited program. Outlined below is a complete listing of how the world history courses offered through the department of history at Missouri State fulfill the National Council for Accreditation of Teacher Education-National Council for the Social Studies standards and the Missouri Department of Elementary and Secondary Education conceptual frameworks.

Note: M=MOSTEP; CF = Conceptual Framework; SA = Specialty Area; NCSS= National Council for the Social Studies

### NCATE-NCSS/DESE/CF standards for History 103 and 104

These syllabi demonstrate history competencies across all objectives, including: MOSTEP 1.2.1.1; CF 2; SA 1.1; and SA 1.2b:

- MOSTEP 1.2.1.1: knows the discipline applicable to the certification area(s) as defined by Subject Competencies for Beginning Teachers in Missouri
- CF 2—subject matter: knowledge of subject matter discipline content and the ability to integrate content with pedagogy appropriate to the candidate's field of study.
- Social studies as a field of study (1997 SSC: 1.1-2; NCSS: themes 1.1 through 1.10; discipline-specific standards 2.1- 2.5; PRAXIS II: 0081: no overt alignment; Mo 9-12 SS GLE no overt alignment)
- SA 1.1: the definitions and purposes of social studies (including history, geography, economics, political science, anthropology, psychology and sociology)
- SA 1.2b: the themes and concepts drawn from social studies: time, continuity and change These courses address the following accreditation requirements:
  - M- 1.2.1.1 (listed above)
  - SA- 1.1 (listed above)
  - 3. continuity and change in the history of Missouri, the United States, and the world (1997 SSC: 3.1-5; NCSS: 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.5.2, 1.5.3, 1.5.7, 2.1.1, 2.1.2; SS2; PRAXIS II: 0081: I, II; Mo 9-12 SS GLE 2)
    - 3.1: key historical concepts, including time, chronology, cause and effect, change, conflict and point of view
    - 3.4: the link between human decisions and consequences
    - 3.5: current and historical examples of the interaction and interdependence of science, technology and society in a variety of cultural settings
  - 7. relationships of individuals and groups to institutions and cultural traditions (1997 SSC: 7.1-5; NCSS: 1.1.1, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.4 .1, 1.4.2, 1.4 .3, 1.4 .4, 1.4.5, 1.4 .6, 1.4 .7, 1.4.8, 1.4 .9, 1.5.1, 1.5.2, 1.5.3, 1.5.4, 1.5.5, 1.5.6, 1.5.7, 1.8.1, 1.8.3, 1.8.4, 1.8.5, 1.9.1, 1.9.2, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.6, 2.5.7, 2.5.8, 2.5.9; SS6; PRAXIS II: 0081: VI; Mo 9-12 SS GLE 6)
    - 7.2: how to recognize and use cultural universals to analyze one’s own and other’s cultures
    - 7.4: interactions among diverse individuals, groups, institutions, and cultures
  - 8. social science tools and inquiry (1997 SSC: 8.1-5; NCSS: 1.5.8 (and others), 2.1.3, 2.1.4, 2.1.6, 2.1.7, 2.2.17, 2.2.16, 2.5.12, 2.5.11, 2.5.10; G 1 and 2; SS7; PRAXIS II: 0081: no overt alignment; Mo 9-12 SS GLE 7)
    - 8.4: how to interpret, classify, analyze, and evaluate data
- CF- 2: subject matter: The knowledge of subject matter discipline content and the ability to integrate content with pedagogy appropriate to the candidate's field of study
- CF- 4: reflective skills: Communication skills, critical and creative thinking abilities and other skills crucial to reflective decision-making.
- CF- 9: diversity: The ability to skillfully facilitate and promote the learning of all students, including those from diverse cultural, racial and economic backgrounds, and those with disabilities.
- NCSS- 1: culture: Social studies programs should include experiences that provide for the



study of culture and cultural diversity.

- NCSS- 2: time, continuity and change: Social studies programs should include experiences that provide for the study of the past and its legacy.
- NCSS- 5: individuals, groups and institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups and institutions.
- NCSS- 6: power, authority and governance: Social studies programs should include experiences that provide for the study of how people create, interact with and change structures of power, authority and governance.
- NCSS- 8: science, technology and society: Social studies programs should include experiences that provide for the study of relationships among science, technology and society.
- NCSS- 9: global connections: Social studies programs should include experiences that provide for the study of global connections and interdependence.

Note: M=MOSTEP; CF = Conceptual Framework; SA = Specialty Area; NCSS= National Council for the Social Studies

## Class Policies

### Statement on academic dishonesty

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. Students are responsible for knowing and following the university's student honor code, [Student Academic Integrity Policies and Procedures](#) and also available at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

### Statement of nondiscrimination

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at [www.missouristate.edu/equity/](http://www.missouristate.edu/equity/).

### Attendance policy:

The University's attendance policy can be found at <http://www.missouristate.edu/registrar/catalog/attendan.html>. As stated in that policy, instructors **must** provide students with a written statement of the specific attendance policy for that class. The instructor has the responsibility to determine specific attendance policies for each course taught, including the role that attendance plays in the calculation of final grades and the extent to which work missed due to non-attendance can be made up. The University encourages instructors **not** to make attendance a disproportionately weighted component of the final grade, and also expects instructors to be reasonable in accommodating students whose absence from class resulted from: 1) participation in University-sanctioned activities and programs; 2) personal illness; or 3) family and/or other compelling circumstances. Our class has no required meeting times. Therefore class attendance is the submission of assignments on or before their due dates. Failure to meet assignment deadlines will result in point deductions for late work of at least one-letter grade per day.

**Dropping a class:**

It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520.

Faculty may also wish to include relevant drop deadlines. See Academic Calendars ([www.missouristate.edu/registrar/acad\\_cal.html](http://www.missouristate.edu/registrar/acad_cal.html)) for deadlines.

**Cell phone policy:**

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

**Emergency response statement:**

At the first class meeting, students should become familiar with a basic emergency response plan through a dialogue with the instructor that includes a review and awareness of exits specific to the classroom and the location of evacuation centers for the building. All instructors are provided this information specific to their classroom and/or lab assignments in an e-mail prior to the beginning of the fall semester from the Office of the Provost and Safety and Transportation. Students with disabilities impacting mobility should discuss the approved accommodations for emergency situations and additional options when applicable with the instructor. For more information go to <http://www.missouristate.edu/safetran/51597.htm> and

<http://www.missouristate.edu/safetran/erp.htm>.

### **Audio and video recording course activity:**

Students may make audio or video recordings of course activity. However, the redistribution of audio or video recordings from the course to individuals who are not students in the class is prohibited without the express permission of the faculty member and any of the students who are recorded.

### **Religious accommodation:**

The University may provide a reasonable accommodation based on a person's sincerely held religious belief. In making this determination, the University reviews a variety of factors, including whether the accommodation would create an undue hardship. The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the University. Students who expect to miss classes, examinations, or other assignments as a consequence of their sincerely held religious belief shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a *Request for Religious Accommodation Form* to the instructor by the end of the third week of a full semester course or the end of the second week of a half semester course.