Student Learning Goals for Content and Skill Acquisition:
This upper division undergraduate course is designed to examine major topics in world history from the formation of early cultures until the eighteenth century C.E. Since this is not a survey course, it will concern itself with major patterns in history. Historical events, trends and developments not only affected a great number of the earth’s inhabitants, but also have contributed to the complex and interdependent world we see today. This course will also investigate the issues that most students and educators of world history are faced with: such as definition, conceptualization and how to teach world history to students, particularly in 6th and 7th grade.

You should bear in mind that the intention of this course is not to give methods and strategies or write lesson plans in order to prepare you to teach world history to your students. Rather, we will focus on subject matter content that makes world history lucid to you, your students, or anyone who is curious enough to know how our world has become the way it is.

To start probing the human past in world-scale terms, think about framing several kinds of questions on each topic we will consider. The following kinds of questions should prove useful to you as both student and prospective teacher. All these types of questions have a dynamic, probing quality. All require serious thought and study, and the answer to most of them will have a tentative quality. Any reasonable answer must also be supported by evidence.

**Definitional Question.** A question that defines a concept, topic, or term.

Examples: What is culture? What is a culture?” What is “civilization?” How is the “world” defined when we speak of world history?

**Evidential Question:** A question about the nature, reliability, plausibility, or authenticity of historical evidence. Evidence is any document, statistic, photo, artifact, oral testimony, web site, or other records that may tell us about the past.

Examples: What evidence does researcher X use to support the hypothesis that the earliest civilization in Mesopotamia declined because of an environmental crisis? What evidence would support the assertion that the development of a civilization can only be understood in relation to neighboring peoples and societies?

**Explanatory Question:** A question that explores the causes and effects of historical events and developments.

Examples: How can we explain the rapid expansion of Islam as a world religion between the seventh and tenth centuries? Why were also civilizations of the ancient world patriarchal, that is, characterized by men’s dominance over women?
**Policy or Decision Question:** A question concerned with the causes and consequences of the decisions people make and the actions they take. A question of this type often asks how circumstances and factors that pertained in the past affect contemporary problems and alternative course of action to address these problems.

Examples: Did religion differences going back to the sixth century contribute significantly to Serbian “ethnic cleansing” in Bosnia? Should public money support schools that teach Afro-centric world history curriculum?

**Speculative Question:** A question that speculates (supposes, ponders, wonders, or thinks curiously about) about a historical event, trend, cause, or consequence.

Examples: Did China nearly achieve an industrial revolution between the 11th and 13th centuries? Did Europeans have special cultural qualities that enabled them to dominate the world in the nineteenth century?

**Examinations:** Every Monday we will have group discussion and group-based quiz (with the exception of weeks 1st, 2nd, 11th, and 15th) beginning with week three. All these tests, eleven in all, will require writing major essay answers. Questions will invariably relate to the language of a chapter headings or subheadings included in the reading for that week. No make-ups of these weekly tests will be given for any reason. (Please do not ask!) Rather in calculating final grades, a student’s one lowest quiz grade (including “zero” grades for absence) will be dropped.

On September 26th, we will also have a 15-20 minute map quiz. You will be asked to locate on a world outline map 20 of the items (5 points for each) that listed in the study guide (enclosed to your class syllabus.) The blank world map is available in the bookstore. Please buy two copies, use one copy for practice. You are responsible for bringing your blank map to class on the day of the test. All of the terms on the study guide should be found on the maps in the Hammond’s Historical Atlas of the World or on maps in the textbook by Bentley & Ziegler. You may also refer to atlases in the reference section on the main floor of the library.

**Final Exam/Project:** Design a curriculum for either a sixth-grade or a seventh-grade world history course. The sixth-grade course should cover the period from early hominid times to about 500 CE. The seventh-grade course should cover the period from 500 to 1700 CE. Your curriculum design should have eight major teaching units to cover the school year. Each unit should consist of four-to-six lessons (not lesson plans.) Write an outline of your curriculum, listing all units and lessons by title. Your design should not be based upon California Standards. However, you may get ideas from it. Also, write one and a half page (1 ½) essay to accompany each unit (though not each lesson), describing in moderate detail the subject matter to be taught and explaining why it should be taught to sixth- or seventh graders in California. Assume that the unit is for the direct use of teachers, not students. That is, the language you use does not have to be targeted toward the school children.

In order to design your Final Exam you should refer to, The California History - Social Science Framework (http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf), the National Standards for World History (http://www.sscnet.ucla.edu/nchs/standards/world-standards5-12.html) for guidance.
Class Format: The class will consist of informal lectures, discussions, and panel sessions on topics in world history. Since this course is designed to address the major events and patterns in world history continuous attendance is essential. Hence, if you miss more than one class meetings you will lose 5% of the allocated 10%. Come to class every time. (When I don’t see you, I get worried!)

Papers and Discussions: Each week four to six students (two students per topic) will submit an 8-10 pages paper (topics for your papers will be provided during the first week of class.) These same students will also give 20-25 minutes presentations to the class on the question or questions that their paper addresses. All students will make notes on each presentation and prepare to discuss with the presenter the issues raised. All students in the class are expected to participate each week.

The principal aims of these paper assignments, presentations, and discussions are 1) to help you develop presentation skills, 2) to help you enhance your understanding of history as a critical discipline, 3) to introduce you to the new field of world history as a way of approaching the human past, 4) and to stimulate you to think about the challenges of teaching world history, not as a collection of “facts” or ideas about “other cultures," but as a complex set of patterns and processes that make the world what it is today.

Each paper should contain an introduction, main theme, conclusion, endnotes/footnotes, and bibliography (see enclosed links)

Requirements For Term Paper

1. It should be between 8-10 pages (typed and double spaced) in length.

2. Use at least three sources; they should be a combination of articles and books or books alone, other than your textbooks. After exhausting your three proper sources, you may use Internet sources with the sites that are edu or org domain. The following site has excellent academic articles that may be useful to you. Scholarly Journal Archive (http://www.jstor.org)

3. Your paper should have an Introduction, Theme, and a Conclusion.

4. Your paper should contain a Chicago style bibliography of your sources (see http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch10_s1-0001.html)

5. Use Chicago style footnotes or endnotes when quoting or citing data (see http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch10_s1-0001.html)

6. Do a spelling and grammar check on your final paper.

7. Turn your report in by the deadline if you do not wish to be penalized for an overdue paper. Papers will be collected on the day of presentation and will be returned the week after.
**Classroom observation paper:** Each student will do **three hours** (sixth or seventh grade) class observation. **A careful observation ought to include:**
   a) Subject  
   b) Structure of the Lecture (lesson)  
   c) Discussion Questions  
   d) Hands on Activities, if any  
   e) Works sited, if any  
   f) Correlations to California Standards and the National Standards  

After your observation, you should write a **four-page** report. In the last two pages of your report you should argue whether you agree or disagree with the teacher’s approach to the lectures (lesson) that you have just observed. Your report should reflect the conceptual knowledge that you have learned in class.

**Weighting of Grades:** Since all tests with the exception of the map quiz are essay type, the following proportionment of grades in only an approximation. Quizzes are not graded on a curve.

- Map quiz: 05%  
- Attendance, panel discussions, and participation: 10%  
- Individual reading portfolio: 10%  
- Group weekly quizzes: 15% (10 recorded grades x 1 1/2% each)  
- Classroom observation Project: 15%  
- Term paper and presentation: 20%  
  - (25 points for presentation and 75 points for the contents)  
- Final exam project: 25%

**Classroom Etiquette:**
Please turn off all cell phones, smart phones, Blackberries, iPods, iPhones, iTouches, Blue Tooth headsets, and/or any other form of electronic communication while in class. Calling, texting, or listening to music in class will not be tolerated, nor will using your computer for any purpose other than taking notes.

**Required Readings to Purchase:**

*(Special Combined volumes or Combined volumes, Fifth Edition.)*  


Council on Islamic Education, *Teaching about Islam and Muslims in the Public School Classroom.*  

Hammond. *Historical Atlas of the World* (optional.)

World Map: (purchase two copies).
Week 1  
August 29  
Introduction  
Peoples of our world

Week 2  
September 5  
Holiday; Labor Day

Week 3  
September 12  
What is World History and What is Special about it?  
Dunn, *The New World History*, pp. 1-28  
Bentley & Ziegler, pp. 2-11  
Group discussion and Quiz # 1

Week 4  
September 19  
Was agriculture discovered or was it invented?  
Bentley & Ziegler, pp. 12-69  
Paper presentation  
Group discussion and Quiz # 2

Week 5  
September 26  
Map quiz  
What has been the significance of encounters in world history between pastoral nomads and settled peoples?  
Bentley & Ziegler, Chapters 4 and 5.  
Dunn, *The New World History*, Lynda Shaffer, “Southernization” (pp. 175-191) and John Overt Voll, “Southernization as a Construct in Post-Civilization Narrative” (pp. 191-196).  
Paper Presentation  
Group discussion and Quiz # 3
Week 6

October 3
Is there a history of the Indo-Mediterranean region?
Bentley & Ziegler, Ch. 10
Dunn, *The New World History*, L. S. Stavrianos, “The Teaching of World History” (pp. 76-81), William H. Mc Neill, “Beyond Western Civilization: Rebuilding the Survey” (pp. 82-87), Marilyn Robinson Waldman, “The Meandering Mainstream: Reimagining World History” (pp. 87-97), J. H. Hexter, “Introductory College Course in Non-American History: An Ethnocentric View” (pp. 98-103), and Jacob Neusner, “It is Time to Stop Apologizing for Western Civilization and to Start Analyzing Why it Defines World Culture” (pp. 104-106).

Paper Presentation

Group discussion and Quiz # 4

Week 7

October 10
What did the Roman and Han empires mean for the history of Afro-Eurasia?
Bentley & Ziegler, Chaps. 8 and 11.
Dunn, *The New World History*, Eric R. Wolf, “Connection in History” (pp. 131-137).

Paper Presentation

Group discussion and Quiz # 5

Week 8

October 17
What was Islam and how did it reach so far across Afro-Eurasia so fast?
Bentley & Ziegler, Chap. 13
Teaching about Islam, pp. 1-28

Paper Presentation

Group discussion and Quiz # 6
**Week 9**

October 24  
How did international trade contribute to the development of a trans-Hemispheric system of human interchange?  
Bentley & Ziegler, Ch. 12  
Teaching about Islam, pp. 28-71  

Paper Presentation

Group discussion and Quiz #7

**Week 10**

October 31  
What factors characterized Europe’s growth and expansion from the 5th to the 13th centuries?  
Bentley & Ziegler, Chap. 16 & 19

Paper Presentation

Group discussion and Quiz #8

**Week 11**

November 7  
Were the Americas a “world apart?”  
Bentley & Ziegler, Chapters. 6 and 20  

Paper Presentation

Final Project practice

**Week 12**

November 14  
Did the modern age begin with the Mongols?  
Bentley & Ziegler, Chap. 17

Paper Presentation

Group discussion and Quiz #9
Week 13
November 21  
**Was the 14th a century of Afro-Eurasian crisis?**  
Bentley & Ziegler, Chap. 21  
  
Paper Presentation  
  
**Group discussion and Quiz # 10**

Week 14
November 28  
**What was the “great world convergence” and why did it happen?**  
Bentley & Ziegler, Chaps. 22 and 23  
  
Paper Presentation  
  
**Group discussion and Quiz # 11**

Week 15
December 5  
**Classroom Observation Paper due**  
**What was the Atlantic system of human interchange? How and why did it arise?**  
Bentley & Ziegler, Chaps. 24 and 25  
  
Paper Presentation  

Week 16

**Final Project/examination: Monday, December 12, 4:00-5:00pm. in my office (AL 559)**
Study guide for map quiz

A 15-20 minute map quiz will be given on September 26th. You will be asked to locate on a world outline map 25 of the items listed below. The instructor will choose the items (4 points for each). The blank world outline map is available in the SDSU bookstore or KB Books. Please buy two copies of World Map Projection, using one for practice. You are responsible for bringing your blank map to class on the day of the test. Many of the terms on this sheet should be found on the maps in the books you have been assigned. Use the indexes! You are strongly recommended to purchase a paperback copy of the Hammond Historical Atlas of the World, or another inexpensive atlas. It will be useful to you throughout the course. You may also refer to atlases in the reference section on the main floor of the library.

**OCEANS AND SEAS**
- Aegean Sea
- Adriatic Sea
- Bay of Bengal
- Caspian Sea
- East China Sea
- South China Sea
- Indian Ocean
- Persian Gulf
- Red Sea
- Black Sea
- Mediterranean Sea

**STRAYS & PASSES**
- Bosphorus (Bosporus)
- Dardanelles
- Str. of Bab al-Mandeb
- Str. of Gibraltar
- Str. of Hormuz
- Str. of Malacca
- Khyber Pass

**RIVERS**
- Amu Darya (Oxus)
- Danube
- Elbe
- Euphrates
- Nile
- Ganges
- Huang He (Yellow)
- Indus
- Niger
- Rhine
- Tigris
- Volga
- Yangtse
- Loire

**ISLANDS**
- Ceylon
- Crete
- Ireland
- Japan
- Philippines
- Sicily
- East Indies (Indonesia)

**CITIES**
- Aden
- Alexandria (Egypt)
- Athens
- Babylon
- Byzantium (Constantinople)
- Cairo
- Cordoba (Spain)
- Carthage (city of)
- Delhi
- Genoa
- Hangchow
- Jerusalem
- Karakorum
- Lisbon
- Mohenjo-Daro
- Mecca
- Monte Alban
- Paris
- Peking
- Rome
- Samarkand
- Sumer
- Tangier
- Teotihuacan
- Timbuktu
- Venice
- Vienna
- Ch'ang-an
- Chichen Itza
- Baghdad

**MOUNTAINS**
- Alps
- Altai
- Andes
- Atlas
- Himalayas
- Olympus
- Tien Shan
- Urals

**MISCELLANEOUS**
- Anatolia (Asia Minor)
- Cape of Good Hope
- Cape Horn
- Sahara Desert
- Gobi Desert
- Mongolia
- Kalahari Desert