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 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?

Newsletters and Map Quiz: Each Wednesday class meeting will include the compilation of a group newsletter. The topics to be included in these newsletters will be drawn from your weekly reading assignments. Members of your group should take turns leading the preparation of the newsletter, including the task of collecting and formatting the newsletter. It will also be the task of the weekly leader to email the final product to me and the members of his/her group.

On February 10th, 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, last page.) The blank map is available in the bookstore or you may make your own. You are responsible for bringing your blank map to class on the day of the test.

Mid-Term Exam: There will be one major essay question drawn from all reading assignments and paper presentations. It will be given to you one week in advance and you must type, edit, and submit a hard copy to me on the designated class day, March 23rd.

Final Exam/Project: Design a teaching unit for either a sixth-grade or a seventh-grade world history course. Your teaching unit should include a detailed outline and it must be arranged according to the below guideline:

1. List your desired Learning Goals and Outcomes
2. Instructional Strategies
   a. Provide a detailed unit plan; list step-by-step instructions
   b. Describe all of the information and materials needed to create your teaching unit plan
   c. Your Instructional Strategies should correspond with the learning goals
3. Student Activities
   a. Describe all activities to be engaged in by students
   b. Student Activities should correlate with the learning goals
   c. Student Activities should be appropriate for the developmental needs of student learning

Samples of the teachable unit plan will be posted on Blackboard!
Class Format: The class will consist of formal lectures, discussions, and paper presentation 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 **two** class meetings you will lose **5%** (50 point) of the allocated **10%** (100 points). **Participation will be awarded to those students who continuously participate throughout the semester, not once or twice!!!**

Papers and Discussions: Each week four 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 a 20-25 minute presentation to the class on the topic(s) of the paper. After the presentation, students will also lead an activity for the class. Although activities such as crossword puzzles, jeopardy, tic-tac-toe, and word searches are acceptable activities, PLEASE BE CREATIVE and do not limit yourselves to only these activities.

The principal aim of the written paper, 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 only 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 outline, introduction, main body, conclusion, endnotes/footnotes, and bibliography** (see enclosed links)

**I would like to have your paper outline, at least, one week before your presentation.**

**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 academic 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. As aforementioned, your paper should have an Outline, Introduction, Main body, and a Conclusion. **I would like to have your paper outline, at least, one week before your presentation.**

4. Your paper should contain a Chicago style bibliography of your sources (see http://history.hanover.edu/courses/handouts/footnotes.htm)

5. Use Chicago style footnotes or endnotes when quoting or citing data (see http://writing.umn.edu/sws/assets/pdf/quicktips/chicago_bib.pdf)

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 a past-due paper. **Papers will be collected on the day of presentation and will be returned the week after.**
Weighting of Grades: Since all works with the exception of the map quiz are essay type, the following proportionnement of grades in only an approximation.

- map quiz: 5%
- attendance and participation: 10%
- weekly newsletter: 15%
- Mid-Term Exam: 20%
- term paper and presentation: 20% (50 points for presentation and group activity and 50 points for the contents)
- final exam project: 30%

Students with Disabilities
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Classroom Etiquette:
Please turn off all cell phones, smart phones, iPads, iPhones, and/or any other form of electronic communication while in class. Calling, texting, browsing, or listening to music in class will not be tolerated, nor will using your Laptop for any purpose other than taking notes.

Required Readings to Purchase:
J. Bentley & H. Ziegler, Traditions and Encounters: A Global Perspective on the Past. (Combined/Special volume, Fifth or sixth Edition.)
Ross E. Dunn, The New World History: A Teacher’s Companion.

Council on Islamic Education, Teaching about Islam and Muslims in the Public School Classroom.
World Map (Robinson Projection) No 9DD96 from Herff Jones, Inc.

Office: Arts and Letters: 559
Telephone: 619/594-8459
Office Hours: MWF; 10:00-10:50am, MW 1:00-1:50pm, and by appointment
E-mail: mahdavi@mail.sdsu.edu
**Week 1**  
January 20  
Introduction  
Peoples of our world

**Week 2**  
January 27  
What is World History and What is Special about it?  
Dunn, *The New World History*, pp. 1-28  
Bentley & Ziegler, pp. 2-10

Group discussion and newsletter # 1

**Week 3**  
February 3  
Was agriculture discovered or was it invented?  
Bentley & Ziegler, pp. 10-69  

Paper presentations

Group discussion and newsletter # 2

**Week 4**  
February 10  
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 Presentations

Group discussion and newsletter # 3
Week 5  
February 17

**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 newsletter # 4**

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Week 6  
February 24

**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 Presentations**

**Group discussion and newsletter # 5**

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Week 7  
March 2

**What was Islam and how did it reach so far across Afro-Eurasia so fast?**

Bentley & Ziegler, Chap. 14

Teaching about Islam, pp. 1-28

**Paper Presentations**

**Group discussion and newsletter # 6**
Week 8
March 9

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 Presentations**

**Group discussion and newsletter # 7**

Week 9
March 16

What factors characterized Europe’s growth and expansion from the 5th to the 13th centuries?

Bentley & Ziegler, Chap. 16 & 19

**Paper Presentations**

**Group discussion and newsletter # 8**

Week 10
March 23

Were the Americas a “world apart?”

Bentley & Ziegler, Chapters. 6 and 20

Dunn, *The New World History*; William F. Sater “Joining the Mainstream: Integrating Latin America into the Teaching of World History” (pp. 301-309).

**Paper Presentations**

**Mid-Term Exam due**

Week 11
March 30

**Spring Recess**

Week 12
April 6

Did the modern age begin with the Mongols?

Bentley & Ziegler, Chap. 17

**Paper Presentations**

**Group discussion and newsletter # 9**
**Week 13**

April 13  
Was the 14th a century of Afro-Eurasian crisis?  
Bentley & Ziegler, Chap. 21

**Paper Presentations**

Group discussion and newsletter # 10

**Week 14**

April 20  
What was the “great world convergence” and why did it happen?  
Bentley & Ziegler, Chaps. 22 and 23

**Paper Presentations**

**Week 15**

April 27  
What was the Atlantic system of human interchange? How and why did it arise?  
Bentley & Ziegler, Chaps. 24 and 25

**Paper Presentations**

**Week 16**

May 4  
What was the main reason for the Enlightenment movement? Did it produce any revolution?  
Bentley & Ziegler, Chapter 28

**Paper Presentation**

**Final Project/examination:** Wednesday, May 11, 4:00-5:00pm. in my office (AL 559)
A 15-20 minute map quiz will be given on **February 10th**. You will be asked to locate on a world outline map 20 of the items listed below. The instructor will choose the items (5 points for each). The blank world outline map is available in the SDSU bookstore or KB Books. Please buy two copies of **Robinson Projection**, using one for practice. **You are responsible for bringing your blank map to class on the day of the test.**

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