World History is a daunting topic not just because of its scope but, perhaps more importantly, because of its perspective. World history is not, or should not be, the study of the various parts of the world: Asia, Africa, the Americas, Europe, etc. Instead, World History is, or should be, the study of global developments and trends that either link or uniquely define the various regions of the world. In stark contrast to the “regional tour” that is the most common way that World History is taught, this course takes a bold step. It attempts to break out of the traditional paradigm by focusing on global perspectives that define key eras in human history. This class therefore focuses on the development of, and interactions between, peoples, states and civilizations around the world from pre-history to ca. 1500 A.D. Each subsection of this course is defined, not by traditional means, but instead by supra-regional trends. Each one week unit begins with a presentation of the integrating or isolating themes of the period under discussion and then attempts to tell the history of the world at that time and under those circumstances.

Learning Outcomes
Through lectures, discussion, reading, exams and writing assignments, students will gain knowledge of the development of, and interactions between, peoples, states and civilizations around the world from pre-history to ca. 1500 A.D.

Textbook:
There is one textbook for this class. Note that the lectures and the exams follow very closely both the format and content of the textbook. Students are expected to read, study and eventually know and understand the issues, trends and specifics outlined in this book. The textbook is:


The textbook is available at the University bookstore. Students are expected to keep up on the readings and the assignments on a daily basis.

Attendance
Attendance is mandatory. At the beginning of class everyday I will pass around a roll sheet. It is the responsibility of each student to sign the roll sheet everyday. Using these sheets, attendance records will be calculated. Attendance will count for 10% of your final grade.

Canvas
There is an extensive Canvas site for this class. Students should be sure that they have access to the Canvas site and they should make sure to check it regularly. On a weekly basis I will up-load helpful, and sometimes necessary, documents including notes, slides, films, study questions, etc.

Exams
Exams may include any of the following formats. Note that not all of these formats will appear on every exam. However, each of these formats will appear on at least one exam.
Please read the following explanation of the various formats carefully. Ask me to clarify anything you do not understand in class.

1) Identification Questions: This will consist of a word or phrase. Students are expected to write what it is, when it dates to, where it is from, and why it is important. You must be concise and limit your answer to one paragraph.

2) Matching Identifications: You will potentially be given two columns of terms or phrases (Columns A and B). You must choose an item from Column A and find one or more items in Column B with which you think your choice from Column A has some significant historical connections. Students can make connections between any of the items in the two columns. However, students must clearly explain the connections between the items they pick. Your answer should consist of one paragraph that describes the items, situates them in time and place, and defines the importance of the connection. The point of this testing format is to allow students to think creatively and analytically. There is no “right answer” to this exercise.

3) Primary Source Identifications: Each week I will highlight on primary source (a historical text in translation). These texts will also be available in the learning modules section of the WebCT site. Tests may include quotes from one or more of these primary sources. Students will be required to identify the passage and write a short explanation of its significance. The point of this testing format is to allow students to think critically about the historical significance of a particular historical document.

4) Visual IDs: Tests (quizzes and exams) may include images. Students will be required to identify the image explain what it is, when it dates to, where it is from, and why it is important. Be concise. Limit your answer to one paragraph. Your answer should place emphasis on the significance of the image you pick.

5) Essays: You will be allowed to choose from a list thematic essay questions. Essay questions will focus on broad overarching issues discussed in class or in the textbook. Students are expected to write a two or three page thoughtful answer to the question. I expect responses to essay questions to be well writing and well organized. But most of all, this testing format give students the opportunity to show, not only what they know, but also how well they understand particular trends or issues in world history. The pool of questions from which the essay questions will be taken can be found on the discussion board on the Canvas site. These questions will be updated each week.

Quizzes
There will be a short quiz at the beginning of each week. Quizzes will take place at the end of class every Monday except when Monday is a holiday in which case the quiz will be held on the following Wednesday. Each quiz will cover the material in the chapter of the textbook assigned for the previous week. The readings are listed in the following outline. Students must complete the readings listed in this outline by the beginning of the following week. The quizzes are meant to ensure that students keep up with the readings. They are designed so that students who have studied the chapter will have no problem answering the
questions. Quizzes will be 10 minutes long and will consist of 5 multiple choice questions taken directly from the textbook. A few dozen sample questions will be uploaded to WebCT in the week before the quiz. These questions are to aid students in studying the chapter. Five questions will be chosen from the sample questions for the quiz. Grading of the quizzes will be as follows: 100%=A+, -1=A, -2=B, -3=C, -4=D, -5=F. Students are allowed to drop one quiz. The total score on the quizzes will be worth 10% of the final grade.

**Make-up Quizzes and Extra Credit**
Three times during the semester students will be given the opportunity to do an extra-credit assignment. Finished extra-credit assignments will replace the students lowest quiz score with a 5.

**Video**
Students will be expected to watch one video outside of class. The video called “the Confucian Tradition” is on reserve in the Marriot Library’s Multimedia Center and is available in streaming format in the learning modules section of the WebCT site. Each student must turn in a one page summary of the topic of the video.

**Writing Assignment**
There will be one writing assignment. The assignment will consist of a critical analysis of a primary source (an ancient text in translation). These primary sources are excerpts from three texts: Bernal Dias Del Castillo, Ibn Battuta and Marco Polo. Students will be required to pick one of these three texts sources and write a critical analysis.

In analyzing the primary source you must address these questions:
1) Why was the text written?
2) For whom was the text was written?
3) What was the purpose of the text?
4) Does the text represent an accurate account of the time it was written?
5) What are the historical circumstances within which the text was written?
6) What does the text tell us about society at the time it was written?

**Blue Cards**
I expect papers to be well conceived and well written. Consider your logic carefully and write your papers in a clear and organized fashion. Papers that have serious conceptual or grammatical problems will be given a “blue card.” If you receive a blue card you must rewrite your paper. In order to receive a grade, students must rewrite the paper and turn it in to me (with the original version and the blue card attached) on or before the final exam.

**Grading**
- Attendance = %10
- Chapter Quizzes = 15%
- Video Summary Response = 15%
- First Midterm = 15%
- Second Midterm = 15%
Paper = 15%  
Third Midterm = 15%

**Cheating**
Any form of cheating -- including plagiarizing -- will not be tolerated. If you cheat you will automatically fail my class.

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and the Center for Disabled Student Services, 581-5020 (Voice or TDD) to make arrangements for accommodations. All written information for this course can be made available in alternative format with prior notification.

**World History - History 1500**  
Bradley J. Parker  
Lecture Outline

**Week 1/Chapter 1**  
**The Peopling of the Earth**  
Lecture Topics:
- Intro  
- Human Origins  
- The peopling of the earth  
- Life before agriculture  
Readings:  
*The World.* Chapter 1.

**Week 2/Chapter 2**  
**Monday Sept. 1 – NO CLASS**  
**The Beginning of Agriculture**  
Lecture Topics:
- The Advent of Agriculture  
- Husbandry in Different Environments  
- The Spread of Agriculture  
Readings:  
*The World.* Chapter 2.

**Week 3/Chapter 3**  
**The Great River Valley Civilizations**  
Lecture Topics:
- The Ecology of the First Civilizations  
- The Political and Social Configurations of the First Civilizations  
Readings:  
*The World.* Chapter 3.
Week 4/Chapter 4
A Succession of Civilizations in the 2nd Millennium B.C.
Lecture Topics:
   The Eastern Mediterranean
   Harappa and Theories of Collapse
Readings:
   *The World*. Chapter 4.

Week 5/Chapter 5
Ancient Empires and Colonialism
Lecture Topics:
   Political and Commercial Empires
   Assyria, Babylonia, Phoenicia
   Greece
   China and India
Readings:
   *The World*. Chapter 5.

Week 6/Chapter 6

FIRST MIDTERM

The Axial Age
Lecture Topics:
   Zoroastrianism
   Confucianism
   Buddhism
   Christianity
Readings:

Week 7/Chapter 7
The Great Empires and the Beginning of Globalization
Lecture Topics:
   Persia
   Rome
   Mauryan India
   Han China
Readings:
   *The World*. Chapter 7.

VIDEO SUMMARY DUE

Week 8 Fall Break

Week 9/Chapter 8
**Poastimperial Worlds**
Lecture Topics:
  - The Problem of Empires
  - The Origins of Islam
  - Gupta India
Readings:
  *The World.* Chapter 8.

**Week 10/Chapter 9**
**The Rise of World Religions**
Lecture Topics:
  - The spread of World Religions
  - The Spread of Islam
  - From Jesus to Christ
Readings:

**Week 11/Chapter 10**

**SECOND MIDTERM**

**On the Frontiers of Civilization**
Lecture Topics:
  - Africa
  - Andes
  - Pacific
  - Mesoamerica
Readings:
  *The World.* Chapter 10.

**Week 12/Chapter 11**
**Contending with Isolation**
Lecture Topics:
  - North America
  - Indian Ocean
  - Europe
Readings:
  *The World.* Chapter 11.

**Week 13/Chapter 12**
**Nomadic Neighbors**
Lecture Topics:
  - Islamic World
  - Byzantine neighbors
  - China and Nomadic Barbarians
Readings:

*The World.* Chapter 12.

**Week 14/Chapter 13**
The Mongols
Lecture Topics:
- Mongol Expansion
- China
- Persia
- Russia

Readings:


**PAPER DUE**

**Week 15/Chapter 14**
Plague
Lecture Topics:
- Plague
- Beyond the Plague zone

Readings:


**Week 16 (Dec. 8-12)**
Catch-up and Review