World History Core Objectives for Student Learning:
The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the World History Core objectives for Student Learning. In this course, the following skills are in focus.

1. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. development, interpretation and expression of ideas through written, oral and visual communication
3. **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making
4. **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Student Learning Outcomes:
Upon successful completion of this course, students will:
1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

CVC Learning Signature:
CVC’s Learning Signature is One College Transforming Lives. Cedar Valley College establishes clear expectations for students through engagement and empowerment leading to excellence.

CVC Faculty and Staff expect students to:
- take responsibility for their own learning
- commit to achieving high academic performance
- be meaningfully engaged in the campus community

CVC Faculty and Staff expect to:
- provide students a clear pathway of instruction
- establish clear learning outcomes
- serve as role models and mentors for students

Course Objectives: To guide the student through World History from 1500 to present day. As the students attain knowledge of this period they will have a better understanding of the people, the problems, and forces at work in the development in the civilizations of the world.

Course Description: A survey of the social, political, economic, cultural, religious, and intellectual history of the world from the emergence of human cultures through the 15th century. The course examines major cultural regions of the world in Africa, the Americas, Asia, Europe, and Oceania and their global interactions over time. Themes include the emergence of early societies, the rise of civilizations, the development of political and legal systems, religion and philosophy, economic systems and trans-regional networks of exchange. The course emphasizes the development, interaction and impact of global exchange. (3 Lec.)

Course Requirements:
Class will revolve around discussions and assigned readings from the textbook.

A. Exams:
There will be four major exams. The exams count 75 points each. The exams will be a combination of multiple choice and essays. Each exam will have a time limit of three hours. The exams question will come from the textbook.

For every five minutes over the allotted time five points will be deducted.

The exams will be located within the Exam section on eCampus.

B. Term Paper
Since history is, in essence, a story and not a series of random, disconnected facts, students should be able to transform the information covered in this class into a narrative form that articulates something about World History. This paper will be a serious attempt (i.e. a research essay) to deal with a historical problem chosen by each student and approved by the professor. The topic chosen must conform to the time period of the course.

General Information and Instructions:
The purpose of this assignment is to use different historical methods you have learned about during this course to complete a historical research project. Your research project should start with your developing a historical question, that you then research, and then attempt to answer using both primary and secondary sources to support your research.

How to proceed:
1. Select an essay topic from the Essay Option option below
2. Create your specific historical question within the broader essay topic you select.
3. The examples under the essay option are by no means the only topics that you can write about; they are merely provided to help you think about how you might approach this topic. You should select your own topic; however you can choose one of the examples.
4. Begin researching primary and secondary sources to gather information that support your discussion of your historical question.
5. Review the paper requirements for both the research portion and the writing portion of your assignment.
6. Review the grading rubric to ensure that you have met all of the paper requirements before making your submission.

Essay Options (select one of the following options):

<table>
<thead>
<tr>
<th>Research Option #1: History Turning Points</th>
</tr>
</thead>
</table>
| **General Overview:** Select an event, incident or a related marked historical moment in the years between Ancient Times until 1500 that marks an important transition in World History. This historical event can lead to a social, economic, cultural or political transition that shaped history. Additionally, you will conclude this research project with a supposition of how history might have been shaped had this event never occurred or of another possible outcome could have been possible.

**Examples:** How did the new technology of Medieval times change warfare? How did the invention of the wheel impact society throughout time? How did Hellenistic expansion impact the cultures of the Ancient World?

**Research Objectives & Questions to be Discussed in Your Essay:** (Incorporate these questions in the writing of your essay.)

- Why did you select this event?
- What were both the short- and long-term effects of this historical event?
- Who all were impacted/affected by this historical event?
- How was history changed by this event?
- If you were to imagine a different outcome or reaction to your event, what do you suppose might have been a different outcome in the short- and long-term?

**Research Requirements:**
1. You will need to use at least two (2) primary sources for your research topic.
2. You will need to use at least three (3) secondary sources for your research topic.
3. Your textbook cannot be used as a source, as it is a tertiary source.
4. You will also need to find at least one image that is relevant to your research topic. This image can be either a primary or secondary source, although a primary source image is preferred.
5. If you are using a secondary source image, it should be an image that is created for academic purposes to help support your research (a modern map, etc).

Writing Requirements:
1. Your essay should be a minimum of 2000 words. This word count does not include any cover sheet wording, your footnotes/endnotes, or your works cited/bibliography page.
2. Your essay must be formatted using 1” margins for all margins (top, bottom, left and right).
4. Your essay needs to be double-spaced.
5. Please do not include any headers (your name, course, date, paper title) on any written pages of your essay.
6. Your research essay should be accompanied by a cover sheet that states your paper title, your name, your course, and date.
7. All of your sources should be cited using the Chicago/Turabian method. MLA will not be accepted!
8. You must cite your sources using either footnotes or endnotes formatted in the Chicago/Turabian citation method. Please select either footnotes or endnotes based upon personal preference, just remember to be consistent throughout your essay with your citation method. Parenthetical reference is not permitted.
9. If possible, you will want to try to incorporate your image into your essay by embedding it into the text. Otherwise, placing the image at the end of your document is acceptable (after the conclusion and before your Works Cited/Bibliography page).
10. Your image should include a caption that describes the image and its relevance to your topic.
11. You must include a Works Cited/Bibliography page at the end of the document. Be sure you are documenting all sources used for your research paper, including your image source in this section. There should be agreement between the sources you document in this section and the sources you cite in your footnotes/endnotes.
Grading Rubric:

- **Formatting** 0-20 points: Paper is formatted correctly, does not include headers in written text, nor utilizes excessively large margins, paper is double-spaced and demonstrates clear organization in the form of paragraph breaks.
- **Image** 0-5 points: Paper includes at least one appropriate image relevant to the research topic, and the image is properly captioned explaining its relevance to the essay.
- **Academic Honesty & Integrity** 0-25 points: Paper is properly cited using either footnotes or endnotes. Includes a properly formatted Works Cited/Bibliography. Demonstrates agreement between documented sources and citations in the essay text.
- **Essay Content** 0-50 points: Paper content is well-written, organized, has a strong introduction with a clear thesis statement, and is concluded with a summarization of research findings. Paper shows editing, lacking excessive spelling and grammatical errors.

The paper will be turned in through the safeassign link located in the Term section of ecampus.

C. Philosophers Paper:

Philosophers have had a great impact on the beliefs of people. They have shaped societies in far reaching ways. Select one Ancient or Medieval philosopher and discuss his influence on people and societies. What belief did he challenge, and what did he replace that belief with? How did he change the way people think? To what degree today do people still hold his views and, if they don't, why not?

This paper will count 25 points toward final grade. This paper should three to four pages in length. Minimum of five sources. Each paper will be typed and double-spaced with a 12-point font and Times New Roman Script and in the proper MLA or APA format.

* For additional information on MLA or APA look at the following websites: [mla.org](http://mla.org) and [apa.org](http://apa.org)

NO Wikipedia!

Any paper turned in a week late will receive a 10-point deduction. No paper will be accepted after a week.

The paper will be turned in through the safeassign link located in the Philosophers Paper section of ecampus.
E. Critical Thinking Review:
Each student will pick one time period from the list below and thoroughly answer each question that pertains to the time period.

1. **Ancient History**

**Topics of Research**
Sumer, Akkadian, Assyrian, Neo-Babylonian, Egyptian, Phoenician, Hebrew, Persian

**Critical Thinking Questions**
1. Do the ancient ___________ (Chose one from Sumerian, Akkadian, Egyptian, Assyrian, Neo-Babylonia, Phoenician, Hebrew or Persian) have the six characteristics of a civilization? Give examples to prove your case.
   a. Government
   b. Regular food supply
   c. Specialization of labor
   d. Different social levels
   e. Developed culture: art, architecture, music, literature, science, writing, other complex technology
   f. Religious System
2. How is your life affected today by heritage from the ancient ______ and ______? Chose two from Sumerian, Akkadian, Egyptian, Assyrian, Neo-Babylonia, Phoenician, Hebrew or Persian
3. Why is Mesopotamia called “the cradle of civilization?”
4. Describe Assyrian military tactics. How did the reliance on terror contribute to Assyria’s rise and later decline?
5. What are the basic beliefs of the Jews and how did they affect later civilizations?

2. **Classical History**

**Topics of Research**
Ancient Greece and Rome

**Critical Thinking Questions (Choose only five questions)**
1. Would ancient Greece still be considered a democracy today? Why or why not?
2. Using at least 3 specific examples, analyze how Sparta laid the foundation for modern military values.
3. What do you think are the more important contributions the ancient Greeks made to the world today? Explain
4. Was Julius Caesar morally or legally justified when he crossed the Rubicon? Evaluate his actions and explain.
5. Why did the Republic fail to survive the challenges (and reforms) of Julius Caesar?
6. What connections to Star Wars do you see in Roman history? Make a list then write up as an essay explaining.
7. How is your life affected today by heritage from the ancient Christians?
8. How is your life affected today by heritage from the Romans?
3. Medieval History

Topics to Research
Dark Ages and Middle Ages

Critical Thinking
1. Was the Dark Age really dark? Explain.
2. Charlemagne conquered and governed an empire. He also set up centers of learning to preserve Roman culture. What does this tell you about the values Charlemagne had?
3. How did the rise of towns weaken feudalism?
4. How were the Crusades historically important?
5. What was the Black Death? When did it strike Europe and where did it come from? What was the historical effect on Europe from the Black Death?

This paper will count 25 points toward final grade. This paper should three to four pages in length. Minimum of five sources. Each paper will be typed and double-spaced with a 12-point font and Times New Roman Script and in the proper MLA or APA format.

* For additional information on MLA or APA look at the following websites: mla.org and apa.org

NO Wikipedia!

Any paper turned in a week late will receive a 10-point deduction. No paper will be accepted after a week.

The paper will be turned in through the safeassign link located in the Philosophers Paper section of ecampus.

F. Discussion Board:
Each student will be required to participate within the Discussion Board. There will be four forums listed. Each student will be required to submit at least one “new thread” (which should be a minimum of 300 words) and submit a minimum of three responses to other student’s comments (which should be a minimum of 100 words). Each submission should be well thought out and should add substance to the discussion. The discussion board will count for a total of 50 points toward the final grade. Once the due date is past for each forum no more postings will be accepted.

- Discussion Board Topics are list within the Discussion Board

Introduction Discussion Board:
There is one introduction discussion that needs to be completed for the purpose of certification of the class roster. five points will be given for completion.

Internet Courtesy:
Cedar Valley College expects all students to follow rules of Internet courtesy in the discussion board. Courtesy is especially important in cyberspace, where the impersonal nature of the working environment may lead you to say things that you would never say in person. Never disrespect another student by coming across in a rude or in a critical manner. NEVER USE PROFANITY. Show respect to others. If any student shows disrespect for this process and if any student's comments are found to be inappropriate or offensive, copies of messages will be forwarded to the College of Liberal Arts and the online coordinator, and disciplinary action will be taken. The best policy is to follow the rule of common courtesy at all times and avoid these problems.

G. Reflection Paper
Each student will complete a short reflection paper on what they have learned this semester. The paper is worth twenty points toward the final grade. The paper will be submitted through eCampus. The paper should include the following:

1. How did this course help contribute to your understanding of the World history? Give specific examples.
2. What lessons did you learn from your studies on World history and how can you relate your learning to your own life and your role as a daily participant in today’s ongoing history in a modern world?
3. What unexpected things did you learn from this course?

This paper should two to three pages. This paper will count 20 points toward final grade. Each paper will be typed and double-spaced with a 12-point font and Times New Roman Script and in the proper MLA or APA format.

See additional instructions in ecampus under the Reflection Paper section

H. Extra Credit/Book Review (optional):

The extra credit will consist of a book review. The book chosen conform to the time period of the course. The book must be approved by the instructor. The paper will be five to six pages in length and will count 25 points toward the final grade. The paper will be typed and double-spaced with a 12-point font and Times New Roman Script and in the proper MLA or APA format. Any paper turned in late will receive a 5-point deduction. No paper will be accepted after a week. The format is as follows:

Selection of Book:
The student may use any book covering this period of history. Each book must be approved by the instructor. Failure to obtain approval will result in a grade reduction. The book must be 300+ pages and contain an extensive bibliography.

Length of Review:
Five to six pages in length, not including the cover page.

Format:
Typewritten and double-spaced. It must be in a 12-point Times New Roman font. The review should be in either an MLA or APA format. The review should be in the following order: Author information, summary and critical analysis. A bibliographic citation should be placed at the top of page one. (Example)


A. Author Information: Should include date and place of birth, college education, occupation and a list of the author’s other publications. Include the date of the author’s death if applicable. **This section should be no more than a page.**

B. Summary: **Summary of the book. This section should be no more than two pages.**

C. Critical Analysis: Analyze the book’s importance as a piece of scholarly work. Discuss the author’s basic thesis (ie: The book’s primary argument or major point it is attempting to present.) Quote at least two sentences that illustrate the thesis.

Discuss the books sources. Does the author depend mainly on primary materials or secondary materials? Is the author working from oral histories, archives or just books and articles? Discuss the books validity, credibility, point of view, etc. Do you agree with the thesis? Why or why not? Discuss the books strong points and weak points. Does the author prove his or her thesis? Use specific examples from the book to support your statement. State clearly your opinion of the book. **This section is the most important section and, therefore, should be the longest.**

Note: Avoid using humor, contractions or “I”. (ie: “I think”, I believe”, etc.) All are inappropriate and reflect poor writing style.

**See additional instructions in ecampus under the Extra Credit section**

**Learner-Centered Assessment of Outcomes:**

- Breakdown of Course Points
  - Exam 4@75 = 300 points
  - Term Paper = 100 points
  - Philosopher = 25 points
  - Critical Thinking = 25 points
  - Discussion Board 5@10 = 40 points
  - Introduction Discussion Board = 5 points
  - Reflection Paper = 10 points
  - Extra Credit/Book Review (Optional) = 25 points

**Total = 505 points**

**Breakdown of Letter Grades**

505-450 = A
449-400 = B
399-350 = C
349-300 = D
299 and below = F

QEP Statement:
Cedar Valley College's Quality Enhancement Plan is designed to improve student learning in mathematics. Read more about our QEP at:
http://www.cedarvalleycollege.edu/QEP/default.aspx

Institutional Policies:
www.cedarvalleycollege.edu/syllabipolicies

*Professor reserves the right to amend or change the syllabus during the course of the semester.