

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Humanities
Level/Career	Undergraduate
Course Number/Catalog	1680
Course Title	Introductory Survey of World Civilizations
Transcript Abbreviation	World Civs Survey
Course Description	This course is a one-semester, basic introduction to World history and cultures from ancient to recent times. It is designed for students with limited background in historical study or World history.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	Greater or equal to 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	English 1110.xx Pre- or co-requisite
Exclusions	Not open to students with credit for 181 and/or 182 under quarters or History 2650 under semesters

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman

Quarters to Semesters

Quarters to Semesters	New course
Give a rationale statement explaining the purpose of the new course	see syllabus
Sought concurrence from the following Fiscal Units or College	

Requirement/Elective Designation

General Education course:

Historical Study; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

Content Topic List

- see syllabus

Attachments

- syllabus - 1680-1.docx: Draft Syllabus History 1680

(Syllabus. Owner: Breyfogle,Nicholas)

- History Assessment Plan.doc: GE Assessment Plan History

(GEC Course Assessment Plan. Owner: Breyfogle,Nicholas)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Breyfogle,Nicholas	11/01/2011 10:17 AM	Submitted for Approval
Approved	Breyfogle,Nicholas	11/01/2011 10:18 AM	Unit Approval
Approved	Heysel,Garett Robert	11/02/2011 09:41 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Meyers,Catherine Anne Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay	11/02/2011 09:41 PM	ASCCAO Approval

History 1680 – Introductory Survey of World Civilizations

3 credit hours

Instructor: Dr. Khan

Office: Dulles Hall 234

Office Hours: TR 1:30-2:30 & by Appt.

E-mail:

Description:

Welcome to History 1680! In this course we will examine some of the major ideas, people, trends, institutions, and events in the history of the world. No course can possibly cover all the factors and forces, great and small, which have shaped the evolution of humanity. With that realization in mind, we will explore the “greatest hits” of world history as a way of offering context and background to the global world we live in today. We will explore the ways world civilizations have developed and particularly interacted across regions and cultures from the first Afroeurasian civilizations to the present day. This course will encourage you to think critically about the writing and recording of history, and to prepare you to approach your future studies with a more global perspective.

General Education Requirements:

This course fulfills the following GE requirements: 1) "Historical Study," 2) "Culture & Ideas or Historical Study," 3) Open Option, and 4) "International Issues".

Historical Study GE Requirements:

Goals:

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:

Goals of the course that fulfill the GE Learning Outcomes in Historical Study:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context
4. Students will carry out in-depth analysis in a final paper comparing distinct historical Moments, social movements and their effects

International Issues (contains two subcategories: "Non-Western or Global," and "Western (Non-United States)"

Goals:

International Issues coursework helps students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected Learning Outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Rationale for fulfilling the GE Learning Outcomes for International Issues:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in the World.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context.
4. Carry out in-depth analysis in a final paper comparing distinct moments in human history and how they shaped the world in the past and today.
5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international

issues. They will describe theories of international issues on exams and written assignments.
6. Students will understand the roots and structures of today's globalized world.

Reading: The following books are required. All books are available from SBX bookstore, and a copy of each is on Reserve in Thompson Library.

- Felipe Fernandez-Armesto, *The World: A History* (Penguin, 2011), ISBN 978-0205-759323.
- Jerry Bentley and Herbert Ziegler, *Traditions and Encounters: A Brief Global History, Volume II: From 1500 to the Present* (McGraw-Hill, 2009), ISBN 978-0077286439.
- Bartolome de las Casas, *A Short Account of the Destruction of the Indies* (Penguin, 1992), ISBN 978-0140445626.
- Adam Hochschild, *King Leopold's Ghost* (Houghton Mifflin, 1998,) ISBN 978-0618001903.

Assignments: The assignments are various and are designed to improve your ability to write and speak clearly and effectively. Historical analysis in general requires the ability to demonstrate an understanding of why something happened and to explain its significance, to make comparisons and connections between different peoples, regions, periods, and events, and to use analytical categories to show change over time. The following assignments are required to complete the course:

1) Class participation and short writing assignments (30%):

Discussion of the assigned readings form the core of this course. You are expected to come to class having **already** read the assigned chapter in our main textbook, Levack et al., *The West: Encounters and Transformations* and accompanying documents. Each chapter contains several **short documents, maps and images and a section entitled "Justice in History"** to which you should pay particular attention. **Some documents for discussion are not in your textbook but are on Carmen, which need to be printed out and brought to class on the appropriate day.** Everyone should participate in class discussions, and I will not hesitate to call upon students. **Active participation in class discussion is essential to getting a good grade in the course.**

There will also be several short written and oral assignments (responses, quizzes, oral summaries, etc.) over the course of the term as part of your participation grade. These assignments may be on a lecture or textbook chapter, or on a particular reading due that day. **You will turn in a 2-page summary of the five major primary sources assigned in the course on the days we discuss those readings: Descartes, de Graffigny, Marx, Conrad and Levi. In these summaries you should pick out and discuss key short passages (no more than one or two sentences) in the sources that seem most revealing to you of the author's point of view/arguments.** Questions to think about while you are doing these readings will be passed out ahead of time.

2) Mid-term and Final:

20%: The mid-term will cover all the material from the first half of the course. It will consist of a map exercise, I.D.s, a short answer essay and a longer essay, both on the documents we read in the previous weeks. There will be some choice for all the questions on the mid-term.

20%: The final will be the same format as the mid-term and cover the second half of the course.

3) Papers:

30%: There are two short papers (5 pages) required for the course. You need to come up with an original argument, and illustrate it with quotations from the reading you are analyzing. Keep your citations short, and if they are more than three sentences, they should be indented and single spaced. If you are using an edition of the reading different from the ones ordered for the class, **you must cite the edition you are using in a bibliography.** All quotations must be cited in the body of your paper by giving the title and page number (p.) from the cited texts. **I will read drafts of these papers if you turn them in at least three days before the assignment is due.**

Grading Policies.

Grades will be computed on the following standard scale:

A+ 97.5% and above B+ 87.5% and above C+ 77.5% and above D+ 67.5% and above
A 92.5% and above B 82.5% and above C 72.5% and above D 60% and above
A- 90% and above B- 80% and above C- 70% and above E below 60%

A signifies exceptional work, B superior, C satisfactory, and D passing but unsatisfactory. All grading is progressive, meaning that the goal is improvement over the semester, culminating in an outstanding final exam.

Pre-requisites:

English 1110.xx Pre- or co-requisite

Schedule:

Week 1 – Introduction/The Origins of Homo Sapiens/The First Civilizations

Week 2 – Afroeurasian Civilizations

Week 3 – China/Growth of Empires

Week 4 – India: Sea and Land Routes - Connecting Cultures

Week 5 – Greece and Rome

Week 6 – The Rise of World Religions: Christianity, Islam and Buddhism

Week 7 – Mongols: A Changing Eurasia

Week 8 – Midterm/ European Recovery

Week 9 – Conquering the New World

Week 10 – The Emerging World System, Africa and the Atlantic World

Week 11 – The Industrial Revolution

Week 12 – European Colonization and the Colonial Order, the rise of Modern Japan

Week 13 – WWII, Decolonization and Partition in S. Asia

Week 14 – The Arab/Israeli Conflict, the “War on Terror” in World Historical Perspective

Academic misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://sja.osu.edu/page.asp?id=1>).

Disability services:

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>

MEMORANDUM

TO: Arts and Sciences Committee on Curriculum and Instruction

**FROM: Nicholas Breyfogle, Associate Professor and Calendar Conversion
Coordinator, Department of History**

**RE: Assessment Plan for proposed GE courses: Historical Study Category, Social
Diversity in the U.S., and Diversity: International Issues**

Assessment Goals and Objectives

1) Both the GE and course-specific learning objectives for all History courses might be summarized as follows:

Historical Study GE Requirements:

Goals:

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:

Goals of the course that fulfill the GE Learning Outcomes in Historical Study:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context
4. Students will carry out in-depth analysis in a final paper comparing distinct historical Moments, social movements and their effects

- 2) Both the GE and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

Social Diversity GE Requirements:

Goals:

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

Expected Learning Outcomes:

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Rationale for fulfilling the GE Learning Outcomes for Social Diversity in the United States:

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by:

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
2. describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.
3. Critically examine theories of race, gender, class, ethnicity, religion, and nation
4. Engage with contemporary and historical debates on race, gender, class, ethnicity, religion, and nation
5. Access and critically examine movements framed by race, gender, class, ethnicity, religion, and/or nation in a wider socio-cultural context
6. Carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, nationalist, gender, class, and/or religious mobilization or social movements and their effects

- 3) Both the GE and course-specific learning objectives for History courses requesting Diversity in International Issues might be summarized as follows:

International Issues GE Requirements:

Goals:

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected Learning Outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Rationale for fulfilling the GE Learning Outcomes for International Issues:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in places outside the United States.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context.
4. Carry out in-depth analysis in a final paper comparing distinct moments in human history and how they shaped the world in the past and today.
5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. They will describe theories of international issues on exams and written assignments.
6. Students will understand the roots and structures of today's globalized world.

II. Methods

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity of International Issues, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical

differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

Summary of Data:

An advanced graduate student, supervised by the UTC Chair, will be asked to evaluate the sampled questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity International Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments, including class discussions. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. Students will also be surveyed to assess their mastery of the General Education objectives through a survey instrument at the end of the semester. We will compare these data with the exams and papers mentioned above. We will be interested to assess improvement over time, so that we will compare each of the selected student's answers from the surveys, papers, and exams to those on the finals to see if any has in fact occurred. A brief summary report will be written by the grad student and UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.