

University of North Texas at Dallas  
Fall 2024  
SYLLABUS

**YEAR COURSE OFFERED: 2024**

**SEMESTER COURSE OFFERED: FALL**

**DEPARTMENT: HISTORY**

**COURSE NUMBER: HIST 1050**

**NAME OF COURSE: WORLD CIVILIZATION 1**

**NAME OF INSTRUCTOR: ANTHONY CHANEY, PHD**

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**The information contained in this class syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.**  
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**Learning Objectives**

<p><b>Course Goals or Overview:</b> The goal of this course is to survey the broad sweep of world civilizations from human evolution to the time just before the rise of Modern Europe. It provides an overview of major events, people, concepts, movements, and trends that contributed to the making of world civilizations to the medieval period. The course emphasizes the history of world civilizations as human interaction and the creation of meaning, within and across cultures. It examines how civilizations have used ideas, beliefs, and other aspects of culture to understand human nature and society; to create and justify a civilization's political, economic, and religious orders; and to develop challenges and alternatives to these orders. The course seeks to foster a global perspective, critical and analytical skills, and to enhance students' understanding of themselves as human beings in the world. It strives to meet the goals of the Core Curriculum in the area of Language, Philosophy, and Culture.</p>
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<p><b>Learning Objectives/Outcomes:</b> The course is designed to address the following four Core Objectives of the Texas Core Curriculum: Critical Thinking Skills, Communication Skills, Social Responsibility, and Personal Responsibility.</p>
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<p>1</p>	<p><b>Critical Thinking Skills (CT)</b> - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</p> <p>At the end of this course, the student will be able to analyze primary and secondary source materials of various types in order to make defensible claims about their significance and interpretive claims. These skills will be demonstrated and assessed in the successful completion of Artifact-Document Bundle assignments (see below).</p>
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2	<p><b>Communication Skills (COM)</b> - effective development, interpretation and expression of ideas through written, oral and visual communication.</p> <p>At the end of this course, the student will be able to analyze secondary sources in order to identify and summarize their arguments in formal pieces of writing. These skills will be demonstrated and assessed in the successful completion of the Artifact-Document Bundle and Reflective Essay assignments (see below).</p>
3	<p><b>Social Responsibility (SR)</b> - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</p> <p>At the end of the course, students will be able to make and defend claims related to historical sources and concepts of various kinds in online threaded discussions with classmates. These responsibilities will be demonstrated and assessed in the successful completion of numerous Discussion activities (see below).</p>
4	<p><b>Personal Responsibility (PR)</b> - ability to connect choices, actions and consequences to ethical decision-making.</p> <p>At the end of the course, students will be able to apply moral concepts to historical events and ideas. These responsibilities and discernments will be demonstrated and assessed in the successful completion of the Discussion Assignment, "Neutrality and Bias in Historical Analysis".</p>

### **Major Assignments/Exams**

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Each assignment is worth 100 points. Grades for each category will be averaged and assigned the percentage of the final course grade as identified.

<b>Chapter Review Quizzes (11)</b>	<b>25%</b>
<b>Threaded Discussions (11)</b>	<b>25%</b>
<b>Video Lecture / Podcast Quizzes (24)</b>	<b>25%</b>
<b>Artifact-Document Bundles/Reflective Essays (6)</b>	<b>25%</b>

### **Required Reading**

*Reading assignments will be drawn from the following required textbook:*

*Worlds Together, Worlds Apart: A History of the World: From the Beginnings Through the 15th Century*, 7th Edition Robert Tignor, et al. W. W. Norton & Company, Inc. ISBN: 9781324063896/9781324063919 [textbook only, paperback or ebook, no textbook supplements necessary].

For other reading assignments, authors, years of publication, and other information on these texts, see the course calendar below.

## **Recommended Reading**

*There are no additional recommended reading assignments.*

## **List of discussion/lecture topics**

*For weekly topics and assignments, see the Course Calendar below.*

## **Course Calendar**

This schedule is subject to change by the instructor. Any changes to this schedule or to assignments will be communicated in class or via class email or Canvas announcement.

### **NOTE:**

- This is an online course. It is conducted entirely online, and therefore allows for some flexibility regarding time, but it is NOT a self-paced course.
- The course is set up with TWO weekly DEADLINES. DEADLINE ONE is Saturday of that week, End of the Day (Note that Canvas has traditionally shut down at 11 p.m. on Saturdays for maintenance). DEADLINE TWO is Sunday of that week, End of the Day.
- See MODULES for week by week instructions, materials, and links.
- Success in this course depends on keeping up with assignments and communicating with the instructor in a timely way whenever necessary.
- As a general rule, NO LATE WORK WILL BE ACCEPTED.

### **WEEK ONE, Aug 26-Sept 1**

Chapter 1: Becoming Human. FOCUS: Course Orientation; Prehistory and the Peopling of the Earth.

#### **DEADLINE ONE**

- Explore "Navigating Canvas." Take the quiz.
- Download and read the syllabus. Email instructor that you were able to do this.
- Post to Discussions and introduce yourself to your classmates and instructor.
- Read Chapter 1 (including all primary sources, special boxes, and maps); Make use of Additional Chapter Resources, all found in module, as desired.
- Take Chapter 1 review quiz.

#### **DEADLINE TWO**

- Watch the video lecture from *The History of the Ancient World* series (HOAW) Lecture 1: “Cities, Civilizations, and Sources.” Take the timed quiz.
- Read the history of the world in 100 objects introduction. Look at the PowerPoint images and choose one program to listen to.
- Post to Chapter 1 Discussion and respond to your classmates’ posts. (Post due by SUNDAY 5 p.m.; comments by MONDAY END OF DAY.) "Choice of Objects"

### **WEEK TWO, Sept 2-8**

Chapter 2: Rivers, Cities, and First States, 3500-2000 BCE. FOCUS: First States; Arguments and Artifacts

#### **DEADLINE ONE**

- Read Chapter 2 (including all primary sources, special boxes, and maps). Make use of Additional Chapter Resources, all found in module, as desired.
- Take Chapter 2 review quiz.
- Watch the video lecture *The History of the Ancient World* series (HOAW) Lecture 2. “From Out of the Mesopotamian Mud.” Take the timed quiz.

#### **DEADLINE TWO**

- Watch the video lecture HOAW 4. “Ancient Egypt: Gift of the Nile.” Take the timed quiz.
- Listen to ONE of the 3 BBC radio 4 podcasts "History of the World in 100 Objects": King Den's Sandal Label, Standard of Ur, or Indus Seal. As you listen, look at images of the objects on the PowerPoint. Post to Chapter 2 Discussion and respond to your classmates’ posts. (Post due by SUNDAY 5 p.m.; comments by MONDAY END OF DAY.) "Artifacts and Arguments"

### **WEEK THREE, Sept 9-15**

Chapter 3: Nomads, Territorial States, and Micro societies 2000–1200 BCE. FOCUS: Early States and their Discontents/ ARTIFACT/DOCUMENT BUNDLE 1.

#### **DEADLINE ONE:**

- Read Chapter 3 (including all primary sources, special boxes, and maps). Make use of Additional Chapter Resources, all found in module, as desired.
- Take Chapter 3 Review Quiz
- Watch the video lecture HOAW 6. “The Lost Civilization of the Indus Valley”. Take the timed quiz.

#### **DEADLINE TWO:**

- Consult the following documents for Artifact/Document Bundle 1: Author Video “Creation Narratives ” (>2 mins); Author Video “The Agricultural Revolution” (>2 mins); Crash Course Video “Human Evolution” on Chaney History and Humanities, World History I YouTube Channel

(15:41 mins); *The Epic of Gilgamesh* Tablet X excerpt; Brown, Introduction to Agrarian Societies; and Lent, Jeremy. "Chapter 5: Agriculture and Anxiety." In *The Patterning Instinct: A Cultural History of Humanity's Search for Meaning*, 103-116. New York: Prometheus Books, 2017.

- Follow the instructions and submit Artifact/Document Bundle 1.

#### **WEEK FOUR, Sept 16-22**

Early Humans and Metanarratives. FOCUS: Your learning so far: Reflective Essay 1.

##### **DEADLINE ONE**

- Watch the video lecture HOAW 5. "Pharaohs, Tombs, and Gods" Take the timed quiz.
- Post to the CH 3 Discussion and respond to your classmates' posts (Post due by SATURDAY 5 p.m.; comments by SUNDAY END OF DAY.) "Akhenaten—Continuity or Change?"

##### **DEADLINE TWO**

- Watch the feature-length documentary, *Cave of Forgotten Dreams*, directed by Werner Herzog.
- Follow instructions and submit Reflective Essay 1.

#### **WEEK FIVE, Sept 23-29**

Chapter 4: First Empires and Common Cultures in Afro-Eurasia 1250–325 BCE. FOCUS: Bronze Age Empires / Structural Violence.

##### **DEADLINE ONE**

- Read Chapter 4 (including all primary sources, special boxes, and maps). Make use of Additional Chapter Resources, all found in module, as desired.
- Take Chapter 4 review quiz
- Watch the video lecture HOAW 12. "Civilizations Dawn in China Shang and Zhou."

##### **DEADLINE TWO**

- Look at the image of "Chinese Zhou Ritual Vessel" and listen to the History of the World in 100 Objects about it. Take the timed quiz.
- Post to "Armstrong Introduction Discussion" and respond to your classmates' posts. (Post due by SUNDAY 5 p.m.; comments by MONDAY END OF DAY.)

#### **WEEK SIX, Sept 30-Oct 6**

Early States and Empires—taking stock. FOCUS: War and Religion.

##### **DEADLINE ONE**

- Watch the video lecture HOAW 7. "Vedic Age." Take the timed quiz.
- Watch the video lecture HOAW 9: "Homer and Indian Poetry." Take the timed quiz.

## **DEADLINE TWO**

- Post to the Week Six Discussion and respond to your classmates' posts (Post due by SUNDAY 5 p.m.; comments by MONDAY END OF DAY.) "Armstrong, India: The Noble Path."

## **WEEK SEVEN, Oct 7-13**

Chapter 5: Worlds Turned Inside Out, 1000–350 BCE; FOCUS: Axial Age Ideas.

## **DEADLINE ONE**

- Read Chapter 5 (including all primary sources, special boxes, and maps). Make use of Additional Chapter Resources, all found in module, as desired.
- Take Chapter 5 review quiz.
- Watch the video lecture HOAW 13. "Confucius and the Greek Philosophers." Take the timed quiz.

## **DEADLINE TWO**

- Watch the video lecture HOAW 14. "Mystics, Buddhists, and Zoroastrians." Take the timed quiz.
- Post to Discussions for Chapter 5 and respond to your classmates' posts. (Post due by SUNDAY 5 p.m.; comments by MONDAY END OF DAY.) "Taoism and Tao Te Ching"

## **WEEK EIGHT, Oct 14-20**

Chapter 6: Shrinking the Afro-Eurasian World, 350 BCE–100 BCE; FOCUS: The Great Man Theory of History.

## **DEADLINE ONE**

- Read Chapter 6 (including all primary sources, special boxes, and maps). Make use of Additional Chapter Resources, all found in module, as desired.
- Take Chapter 6 review quiz.
- Watch the video lecture HOAW 19. "Philip of Macedon Architect of Empire." Take the timed quiz.

## **DEADLINE TWO**

- Watch the video lecture HOAW 21. "Unifiers of India Chandragupta and Asoka." Take the timed quiz.
- Listen to the BBC History of the World In 100 Objects Episode, "Pillar Of Ashoka." Take the quiz.
- Post to Discussions for Chapter 6 and respond to your classmates' posts. (Post due by SUNDAY 5 p.m.; comments by MONDAY END OF DAY.) "Great Man Theory"

## **WEEK NINE, Oct 21-27**

Chapter 7: Han Dynasty China and Imperial Rome, 300 BCE–300 CE; FOCUS: Artifact/Document Bundle 2: Axial Age Values.

#### **DEADLINE ONE**

- For Artifact/Document Bundle 2, review your notes on material we have already covered: HOAW 13, "Confucius and the Greek Philosophers"; HOAW 14, "Mystics, Buddhists, and Zoroastrians"; "The Philosophy of Flow" and the chapters from Tao Te Ching.
- Consult the following documents for Artifact/Document Bundle 2: Author Videos "Axial Age" (>2 mins) and "Socrates and Confucius" (>2 mins); "Buddhism's Four Noble Truths" (2 mins), "Confucian Ancestor Worship," and "Plato's Cave (animated)" (8:18 mins) on Chaney History and Humanities, World History I YouTube Channel; and Lent, Jeremy. "The Strain Toward Transcendence: Axial Age Values," 2010.
- Follow the instructions and submit Artifact/Document Bundle 2.

#### **DEADLINE TWO**

- Read Chapter 7 (including all primary sources, special boxes, and maps). Make use of Additional Chapter Resources, all found in module, as desired.
- Take Chapter 7 review quiz.
- Watch the video lecture HOAW 25: "The Great Empire of the Han Dynasty." Take the timed quiz.

#### **WEEK TEN, Oct 28-Nov 3**

Comparing the Han and Roman Empires, continued. FOCUS: Ban Zhou, Gender, and the Confucian Tradition / Your Learning So Far: Reflective Essay 2.

#### **DEADLINE ONE:**

- Watch the video lecture HOAW 33: "Han and Roman Empires: Problems." Take the timed quiz.
- Post to Discussions for Chapter 7 and respond to your classmates' posts. (Post due by SUNDAY 5 p.m.; comments by MONDAY END OF DAY.) "Women and Han Dynasty"

#### **DEADLINE TWO:**

- Watch the feature-length documentary, *Hero* (2002), directed by Zhang Yimou.
- Follow instructions and submit Reflective Essay 2.

#### **WEEK ELEVEN, Nov 4-10**

Chapter 8: The Rise of Universal Religions, 300–600 CE; FOCUS: American Civilizations.

#### **DEADLINE ONE**

- Read Chapter 8 (including all primary sources, special boxes, and maps). Make use of Additional Chapter Resources, all found in module, as desired.

- Take Chapter 8 review quiz.
- Examine the PowerPoint file of images and listen to two BBC History of the World in 100 Objects episodes: "Seated Buddha of Gandhara" and "Hinton St Mary Mosaic." Take the quiz.

#### **DEADLINE TWO**

- Watch the video lecture HOAW 34. "Early Americas." Take the timed quiz.
- Watch the video lecture *Lost Worlds of South America 1*: "South America's Lost Cradle of Civilization." Take the timed quiz.

#### **WEEK TWELVE, Nov 11-17**

Chapter 9: New Empires and Common Cultures, 600–1000 CE; FOCUS: Culture, Social Life, and Identity in the Islamic World and in Tang China.

#### **DEADLINE ONE**

- Read Chapter 9 (including all primary sources, special boxes, and maps). Make use of Additional Chapter Resources, all found in module, as desired.
- Take Chapter 9 review quiz.
- Examine the PowerPoint file of the artifact image and listen to the BBC History of the World in 100 Objects episodes: "Japanese Bronze Mirror." Take the timed quiz.

#### **DEADLINE TWO**

- Choose to watch the pair of lectures about Islam, HOAW 45 "The Rise and Flourishing of Islam" and *Living History* 19 "Mohammad's Awakening and Escape" or the pair of lectures about the Tang Dynasty, HOAW 44 "The Golden Age of Tang Culture" and *Living History* 18 "The Concubine Empress: Wu Zetian." Take the timed quizzes associated with each lecture that you chose (two quizzes total).
- Post to CH 9 Discussions and respond to your classmates' posts. (Post due by SUNDAY 5 p.m.; comments by MONDAY END OF DAY.) "Lectures and Lecturers"

#### **WEEK THIRTEEN, Nov 18-24**

Worlds Together or Worlds Apart? FOCUS: Biases in Historical Analysis

#### **DEADLINE ONE**

- Look at the PPT file, Introduction to Read Ibn Fadlan's Account with map; then read "Ibn Fadlan, The Viking Rus, 922" (56-63). Watch the video lecture, *Living History* "Vladimir Smashes the Idols of the Rus." Take the timed quiz.
- Post to Discussions and respond to your classmates' posts. (Post due by SATURDAY, END OF DAY; comments by SUNDAY END OF DAY.) "Neutrality and Bias in Historical Analysis"

#### **DEADLINE TWO**



- For Artifact/Document Bundle 3, review your notes on material we have already covered: HOAW 34, "Early Americas—Resources and Olmecs" and *Lost Worlds of America 1*: "South America's Lost Cradle of Civilization."
- For Artifact/Document Bundle 3, review textbook discussion, chapter 5, "Sudanic, Nok, and Meroe Cultures in Sub-Saharan Africa."
- Consult the following documents for Artifact/Document Bundle 3: Watch the CH 5 Author Video, "Sub-Saharan Africa and the Americas" (2.5 minutes); Listen to the History of the World in 100 Objects Podcast: "Sphinx of Tarhaqo" (15 mins) and look at the image on the ppt file; Watch the Youtube clip in Chaney History and Humanities Channel/World History 1, "Male Head, Nok culture" (4 mins); Watch the Video Lecture, HOAW 36 "Blood and Corn—Mayan Civilization"; Listen to the History of the World in 100 Objects: "Ife Head" (15 mins) and look at the image on the PPT file.
- Follow the instructions and submit Artifact/Document Bundle 3.

#### **WEEK FOURTEEN, Nov 25-Dec 1**

Chapter 10: Becoming "The World," 1000–1300 CE; Focus: What does it all mean?

##### **DEADLINE ONE**

- Read Chapter 10 (including all primary sources, special boxes, and maps). Make use of Additional Chapter Resources, all found in module, as desired.
- Take Chapter 10 review quiz.
- Watch the video lecture HOAW 44: "Charlemagne Father of Europe." Take the timed quiz.

##### **DEADLINE TWO**

- Watch the video lecture HOAW 48 "Endings and Beginnings. What does it all mean?" Take the timed quiz.
- Post to discussion boards and respond to your classmates' posts. (Post due by SUNDAY 5 p.m.; comments by MONDAY END OF DAY.) "A Global Perspective? Wrap up"

#### **WEEK FIFTEEN, Dec 2-8**

Chapter 11: Death and Recovery in Afro-Eurasia 1350–1500; Focus: The Medieval Age Across Cultures.

##### **DEADLINE ONE**

- READ CHAPTER 11 TO PAGE 460.(including all primary sources, special boxes, and maps). Make use of Additional Chapter Resources, all found in module, as desired.
- TAKE CHAPTER 11 to page 460 REVIEW QUIZ.

##### **DEADLINE TWO**

- Reflective Essay 3. The Medieval Age Across Cultures.