

Instructor: Dr. Darren Provost
Contact Information: darren.provost@twu.ca
Co-requisites or Pre-requisites: None
Semester Hours: 3

This course fulfills TWU Core Requirements for the Historical and Archival Inquiry Way of Knowing

COURSE DESCRIPTION

This course involves a general examination of primary themes in the history of the world's major civilizations from antiquity to the 18th Century. Although European realities will be examined, the focus of this course will be global in nature with an emphasis on systems of cultural and economic exchange and on the global nature of historical development. As a part of this process students are provided with the opportunity to use the historical method, including primary sources, to understand and write accounts of the past.

CORE COMPETENCIES AND LEARNING OUTCOMES

Students of History 107 will:

1. Build historical knowledge.

- a. Gather and contextualize information in order to convey both the particularity of past lives and the scale of human experience.
- b. Recognize how humans in the past shaped their own unique historical moments and were shaped by those moments.
- c. Develop a body of historical knowledge with breadth of time and place—as well as depth of detail—in order to discern context.
- d. Distinguish the past from our very different present.

2. Develop historical methods.

- a. Recognize history as an interpretive account of the human past—one that historians create in the present from surviving evidence.
- b. Collect, sift, organize, question, synthesize, and interpret complex material, equipping graduates to engage knowledgeably and critically in their workplaces and personal lives.
- c. Practice ethical historical inquiry that makes use of and acknowledges sources from the past as well as the scholars who have interpreted that past.
- d. Develop empathy toward people in the context of their distinctive historical moments.

3. Recognize the provisional nature of knowledge, the disciplinary preference for complexity, and the comfort with ambiguity that history requires.

- a. Welcome contradictory perspectives and data, which enable us to provide more accurate accounts and construct stronger arguments.

- b. Describe past events from multiple perspectives.
- c. Explain and justify multiple causes of complex events and phenomena using conflicting sources.
- d. Identify, summarize, appraise, and synthesize other scholars' historical arguments.
- e. Be comfortable with uncertainty.

4. Apply the range of skills it takes to decode the historical record because of its incomplete, complex, and contradictory nature.

- a. Consider a variety of historical sources for credibility, position, perspective, and relevance.
- b. Evaluate historical arguments, explaining how they were constructed and might be improved.
- c. Revise analyses and narratives when new evidence requires it.

5. Create historical arguments and narratives.

- a. Generate substantive, open-ended questions about the past and develop research strategies to answer them.
- b. Craft well-supported historical narratives, arguments, and reports of research findings in a variety of media for a variety of audiences.

5. Use historical perspective as central to engaged global citizenship and Christian discipleship.

- a. Apply historical knowledge and historical thinking to contemporary issues.
- b. Develop positions that reflect deliberation, cooperation, and diverse perspectives.

REQUIRED TEXTS and MATERIALS

Robert B. Strayer and Eric W. Nelson, *Ways of the World: A Brief Global History With Sources. Fourth Edition.* New York: Bedford/St. Martin's Press, 2019

This text is available online as an e-text (see the course website for the link). This textbook is required reading for this course. *Please note that there are significant differences between this text and earlier editions, and therefore other editions may not be used.*

In addition to the required text, we will be reading a number of primary sources available on the Moodle website. (Secondary and primary sources are explained in the reading "Finding and Using Historical Sources" posted on the class website).

COURSE ACTIVITIES, REQUIREMENTS, and EVALUATION

Please carefully read through the course activities and requirements described below.

Note: It is your responsibility for knowing due dates and having assignments submitted on time. Because of the abbreviated time frame for this course, due dates are adhered to strictly. Please refer to specific assignments for further information on due dates. If you wish to request an extension, it is your responsibility to contact the instructor prior to the assignment due date. Students must keep a copy of any work that is submitted.

Assignment	% of Grade
Participation	10%
Discussion Forum Participation	20%
Chapter Key Term Quizzes	10%
Quizzes	20%
Term Essay Proposal	5%
Research Essay	15%
Final Exam	20%

Discussion Forum Participation (20%)

The class discussions for each topic are based on the assigned textbook reading, video or primary sources.

For each topic, students are to submit responses to discussion questions posted by the instructor in an online forum, as well as read and respond to the discussion question responses submitted by other students. Students should try to interact with each other in these forum responses just as if they would talk to each other in a small classroom discussion.

Each student is required to submit or "post" at least four forum responses for each topic.

These forum posts must be more than just a one- or two-sentence response.

Two of the forum discussion responses are to be roughly 350 – 400 words each and are to directly engage the questions posted for the unit.

Since this is designed to be a discussion forum, the third and fourth required posts per unit do not have to be a direct responses to the discussion questions posted by the instructor, but may be responses to another person's post. While there isn't a specific word count required for these responses, these posts should be more than simply a one sentence response or simple agreement or affirmation of what another student has written, but should critically engage both the posted discussion question and the response. These interactions should ideally open up another way of thinking and advance a discussion or take it to a different dimension, just as a new idea would if we were sitting around a table talking in person.

Do not respond to your own original post, unless you have developed a dialogue with another student and are responding to their post.

The goal is not merely to submit the required number of words; but rather to answer the questions and engage in dialogue with one another.

Please write your responses using complete sentences and avoid using bullet points, abbreviations, or "text message" language.

Forum responses will be graded for quality rather than mere quantity. There should be thoughtful engagement of the text and assigned primary-source readings both in your response to the instructor's questions as well as in your interaction with other students' responses. As with all university-level assignments, your responses should

be written in complete, grammatically-correct sentences (no bullet points), with correct spelling and punctuation. Grading criteria is listed below.

DISCUSSION FORUM DUE DATES

Forum posts are only to be submitted within the time scheduled for each particular topic. Please do not post to forums in advance of the class schedule, as this eliminates the possibility of creating a dialogue with other members of the class.

At least one of the forum posts must be made prior to midnight on the first day we begin a new topic, as this will allow others to read and respond to your post.

The forums for each unit will be closed at midnight on the date we complete a topic.

Grades will not be issued for late responses.

DISCUSSION FORUM GRADING CRITERIA

Criteria	4-5 marks	2-3 marks	0–1 marks
Quality of post	Sound evidence that student has done course readings and has a thorough knowledge of discussion topic.	Evidence that most of course readings were done and student has some knowledge of discussion topic.	Minor evidence that course readings were done and student understands discussion topic.
Communication skills	Postings are clear, concise and easy to understand.	Postings are usually, but not always clear, concise and easy to understand.	Postings are too short/long and/or unclear and hard to understand.
Critical thinking and self-reflection	Exceptionally well- supported, thoughtful, insightful comments made on others' and own postings.	Some evidence of critical thought and self-reflection on others' and own postings.	Minor evidence of critical thought and reflection on others' and own postings.
Participation	Regularly participates in, and facilitates interaction among members of online community.	Interacts now and then with other members of online community.	Rarely interacts or responds to other members of online community.
			TOTAL /20

Unit Quizzes (20%)

For each unit there will be a multiple-choice quiz based on the assigned reading for that unit. The quiz will be open only for the time period that is assigned for that specific unit. Each quiz may be attempted twice, with the higher score counted toward your grade. Each quiz must be completed within the allocated time period. There will not be any extensions or “make-up” quizzes.

Research Essay (15%)

This is a two-part assignment.

1) Identify a research question and then write an essay proposal (including an annotated bibliography) and submit it to the assignment dropbox on the class website.

Please note that your essay will not be accepted if the essay proposal has not been submitted and approved by the instructor.

2) Write a Research Essay (15%). Due dates and full instructions including tips on how to research and write an effective history essay can be found on the Moodle class website.

Final Exam (20%)

The exam will be a comprehensive examination of all the course material, but it will be **open book**. The first part will consist of multiple-choice questions. The second part will consist of identifying key terms: movements, ideas or individuals, and describe their historical significance. The third part of the exam will be two short essays in response to a choice of essay questions.

More thorough instructions on the final exam will be posted on the class website approximately three weeks before the exam date. Please do not make travel plans or any other conflicting plans at exam time as it is not possible to offer alternative exam dates.

COURSE POLICIES

ACADEMIC INTEGRITY

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, **avoiding all forms of plagiarism and cheating in scholarly work**. TWU has a strict policy on plagiarism. Learning what constitutes plagiarism and avoiding it is the student's responsibility. For details on this, and on identifying and avoiding plagiarism see the section on Academic Dishonesty and Plagiarism in the TWU Student Handbook.

Academic dishonesty can include (but is not limited to) presenting someone else's ideas or words as your own, quoting another source without providing a proper citation, failing to place quotation marks around quoted material, allowing another student to copy your work, submitting a paper you have written for one course to another course without first obtaining permission from both instructors, purchasing or downloading an essay on the Internet, or having another person write an essay for you.

Any act of academic dishonesty will result in a minimum of a failing grade (zero) for the course work affected by academic dishonesty; serious cases of academic dishonesty may result in failure of the course and expulsion from the university.

COMMITMENT TO VIEWPOINT DIVERSITY, MUTUAL UNDERSTANDING, AND CONSTRUCTIVE DISAGREEMENT

In order to create an online classroom environment that supports respectful, critical inquiry through the free exchange of ideas, the following principles will guide our work:

- Treat every member of the class with respect, even if you disagree with their opinion;
- Seek first to understand, then be understood;
- Bring light, not heat;
- Reasonable minds can differ on any number of perspectives, opinions, and conclusions yet no ideas are immune from scrutiny and debate;
- Because constructive disagreement sharpens thinking, deepens understanding, and reveals novel insights, it is not just encouraged, it is expected;
- The science of inquiry requires citation of data and evidence, not your personal opinion.

MEDIA AND EXTERNAL LINK CONTENT DISCLAIMER

This course seeks to use media and external links consistent with the course objectives noted above and the latest research regarding the class subject area, however the Instructor and Trinity Western University do not necessarily endorse specific personal, religious, philosophical, or political positions espoused by the creators of these materials or the other elements on the webpage where the content is housed.

COMMUNICATION

The best way to communicate with the instructor is by email (Darren.Provost@TWU.ca). I will try to return emails within 24 hours. Please note that I do not check email between approximately 6:00pm on Saturday and 8:00am on Monday.

If you are having difficulties with any of the assignments, please contact the instructor before the assignment due date. If there is a valid reason why you cannot complete an assignment before it is due (such as an illness that requires hospitalization or a death in the immediate family), he would be happy to discuss it with you before the assignment due date. Note: Computer problems are never an acceptable excuse for late assignments.

If you have specific questions about certain aspects of the course, chances are that others will have the same question, so please post these questions on the "General questions forum" located on the class website. Also check with your Facilitator.

COURSE GRADING SYSTEM

5%	Essay proposal
10%	Participation
10%	Chapter key terms quizzes (15)
15%	Research essay
20%	Discussion Forum Participation (11 - drop lowest = 10)
20%	Unit quizzes (4)
20%	Final exam

All grading will be based on the following equivalents:

A+ 100-95; A 94-90; A- 89-85; B+ 84-80; B 79-75; B- 74-70; C+ 69-65; C 64-60; C- 59-55; D+ 54-53; D 52-51; D- 50; F below 50.

Letter Grade	Percentage	Grade Point
A+	95-100	4.3
A	90-94	4.0
A-	85-89	3.7
B+	80-84	3.3
B	75-79	3.0
B-	70-74	2.7
C+	65-69	2.3
C	60-64	2.0
C-	55-59	1.7
D+	53-54	1.3
D	51-52	1.0
D-	50	0.7
F	Below 50	0

Letter Grade	Quality Characteristics
A	Outstanding, excellent work; exceptional performance with strong evidence of original thinking, good organization, meticulous concern for documented evidence, and obvious capacity to analyze, synthesize, evaluate, discern, justify, and elaborate; frequent evidence of both verbal eloquence and perceptive insight in written expression; excellent problem-solving ability in scientific or mathematical contexts with virtually no computational errors; demonstrated masterful grasp of subject matter and its implications. Gives evidence of an extensive and detailed knowledge base. (Note: The A+ grade is reserved for very rare students of exceptional intellectual prowess and accomplishment, especially in lower level courses.)
B	Good, competent work; laudable performance with evidence of some original thinking, careful organization; satisfactory critical and analytical capacity; reasonably error-free expository written expression, with clear, focused thesis and well-supported, documented, relevant arguments; good problem-solving ability, with few computational or conceptual errors in scientific subjects; reasonably good grasp of subject matter but an occasional lack of depth of discernment; evidence of reasonable familiarity with course subject matter, both concepts and key issues. Exhibits a serious, responsible engagement with the course content.

C	Adequate, reasonably satisfactory work; fair performance but infrequent evidence of original thinking or the capacity to analyze, synthesize, or evaluate course material; undue reliance on rote memory; difficulty in applying knowledge in unfamiliar contexts; limited problem-solving ability in scientific subjects; fairly clear but quite uninspiring written expression with occasional problems in mechanics or syntax; weak in provision of documented, illustrative, or descriptive evidence; satisfactory grasp of basic elements of the course but frequent lapses in detailed understanding. Satisfies the minimum requirements of the course.
D	Minimally acceptable work; relatively weak performance with little evidence of original thinking or ability to analyze or synthesize course material; nominal or weak problem-solving ability in scientific subjects; written expression frequently exhibits difficulty in articulating a central thesis or sustaining a coherent argument; ideas are trite or juvenile, without discernible development. Shows inadequate grasp of some basic elements of the course.
F	Inadequate work; poor performance that indicates a lack of understanding or misunderstanding of essential subject matter; seems easily distracted by the irrelevant; written expression is poorly organized, often incoherent, and rife with mechanical and diction errors. Shows little evidence of even basic competency in the course content or skills.

COURSE OUTLINE

Unit	Week	Learning Lab (Dates)	Main Assignments Due
1. BEGINNINGS IN HISTORY, TO 600 BCE.	1	Tbd	<ul style="list-style-type: none"> ▪ Discussion Forum Responses ▪ Chapter Key Terms quizzes ▪ Unit 2 Quiz
2. CONTINUITY AND CHANGE IN THE SECOND-WAVE ERA, 600 BCE TO 600CE.	2		<ul style="list-style-type: none"> ▪ Discussion Forum Responses ▪ Chapter Key Terms quizzes ▪ Unit 2 Quiz
3. CIVILIZATIONS AND ENCOUNTERS DURING THE THIRD WAVE ERA, C. 600 - 1450.	3-4		<ul style="list-style-type: none"> ▪ Discussion Forum Responses ▪ Chapter Key Terms quizzes ▪ Unit 3 Quiz ▪ Essay Proposal
4. THE EARLY MODERN WORLD, 1450 - 1750	5-6		<ul style="list-style-type: none"> ▪ Discussion Forum Responses ▪ Chapter Key Terms quizzes ▪ Unit 4 Quiz ▪ Research Essay
FINAL EXAM	6		<ul style="list-style-type: none"> ▪ Final Exam

Please note: This syllabus is subject to change. The class will be notified of any changes, but in case of any discrepancies, the information posted on the Moodle class website should be considered authoritative.