Course Description:
Welcome to History 201. In this course you will become familiar with various aspects of human civilization from the earliest times to around A.D. 1500. This basic survey of World Civilization will introduce you to the major ideas and events which have shaped human society. My hope is that this understanding will help you:

- appreciate and evaluate your own life and culture
- understand how humanity has interpreted its relationship with deity and the nature of its physical environment
- comprehend how social and political organizations emerged and why they underwent transformation

Among the thematic questions guiding our course content are the following:
- What is civilization? How are human culture and progress best measured? What is the place of the individual in a community? What is law? liberty? justice?
- What is knowledge? What is truth? reason? revelation? What is the relation of language and writing to knowledge?
- What is a human being? How are human beings related to the divine? How are human beings related to nature?
- What is beauty? Why is beauty indispensable to individuals and society? How is beauty cultivated and expressed through science, mathematics, philosophy, history, and the arts?

Learning Outcomes:
History 201 is designed to help students:

1) gain a historical consciousness by demonstrating knowledge of and the ability to compare
   a. major historical developments and societies, and
   b. key historical terms and theories
2) use the historical method of research effectively by reading, analyzing, and discussing primary and secondary source documents dealing with world history
3) think critically and write analytically, by skillfully integrating data into a coherent argument whether through clear writing or oral communication
4) nourish a lifelong appreciation of the study of world history
Textbooks:
- Primary source documents:
  - Brent Strong, *History of Creativity, Pre-1500 Supplement*, Kendall Hunt 2004. (S)
  - on the CD-ROM provided with the Fernandez-Armesto text (CD)
  - uploaded in BrainHoney (BH)

Policies:
- Attendance is taken each day in class. Please be on time. Respect your classmates and self by not surfing the web, texting, etc. Tweeting in questions is allowed. Taking notes is expected.
- Reading Quizzes must be completed before class, online using BrainHoney. After 8 am, BrainHoney will not accept quizzes.
- On other assignments, they may be submitted using BrainHoney up until the end of the day. Discussion Boards may be added to after the deadline is past, but you will only get credit for what is submitted by the end of the day indicated in the syllabus.

Grades:

Grading Scale:
- A: 94-100
- A-: 90-93
- B+: 87-89
- B: 83-86
- B-: 80-82
- C+: 77-79
- C: 73-76
- C-: 70-72
- D+: 67-69
- D: 63-66
- D-: 60-62
- F: 59 & below

Grading Categories:
- Attendance: 10% (½% per lecture/discussion board)
- Reading Quizzes: 15% (1% per quiz)
- Discussion Boards: 15% (5% per discussion board)
- Primary Source Analyses: 20% (5% per source analysis)
- Museum Project: 20% (see description below)
- Final Exam: 20% (covering lecture materials)

Assignments:
- **Attendance (10%)**: Each day you will receive a point for being in lecture (or participating in a Discussion Board, if that replaces lecture). Your two lowest scores will be dropped (thus, you can miss two lectures without it affecting your grade. Thereafter your grade will hurt.
  
  *Attendance helps you to fulfill Learning Outcomes 1 and 4.*

- **Reading Quizzes (15%)**: These are low-stakes quizzes over the readings. Each quiz must be taken BEFORE class (8 am!) over the materials assigned that day, or else become a zero.
Discussion Boards (15%): Three Fridays of the term, lecture will not be held. This is not (just) to give you long weekends. It is because I firmly believe that asynchronous discussions are valuable, often more fruitful than synchronous (face-to-face) discussions. For each board you will be expected to:

- post three times for an A,
- quote the texts at least once, and
- engage specifically and politely with your classmate’s ideas.

You should expect to “enter” the discussion more than once, before it is closed off.

**Discussion Boards help you to fulfill Learning Outcomes 1, 2, 3 and 4.**

Primary Source Analyses (15%): Primary source accounts are invaluable tools for historians as they work to interpret past events. Anything that was produced or written by someone who directly participated in or observed a historical event can be considered a primary source. Primary sources may be written (diaries, edicts, laws, correspondence, financial records, contracts, etc.) or visual (pictures, photographs, maps, artwork). If read carefully and analytically against their historical backdrops, primary sources clarify not only what happened, but more importantly, they also shed light on the underlying beliefs, assumptions and ideas that informed why people acted as they did.

You will complete **four analyses** for the course. Each analysis should cover one primary source document (or, if you wish, compare two). It should be 1-2 pages (double-spaced) and devote a paragraph each to discussing the following:

- Analyze the authorship and determine who the intended audience was
- Identify the author’s key argument: the main ideas or concepts s/he was trying to convey
- Link the above to the historical context, the larger, significant ideas, trends, & events

These topics are all elaborated upon nicely in the Fernandez-Armesto CD under “View Tutorial.” They suggest additional questions that can be answered as you write the Analyses.

**Primary Source Analyses help you to fulfill Learning Outcomes 2 and 3.**

Museum Project (20%): Please see the documents on the Museum Project given in BrainHoney, under the folder for the Week 7 (8/2 – 8/6).

**The Museum Paper helps you to fulfill Learning Outcomes 1, 2, 3 and 4.**

Final Exam (20%): The final exam will be heavily multiple choice, but will contain some short answer and one paragraph response question. It will be based upon the content of course lectures, and taken in the Testing Center.

**The Final Exam helps you to fulfill Learning Outcomes 1 and 4.**

Schedule:
The course schedule is posted in BrainHoney. In addition to a “master” schedule – **subject to change** – displayed at the start of the course, each week’s folder will contain a schedule of readings and assignments for the corresponding week. The weekly schedules will be the most up-to-date.
Honor Code Standards:

- In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic word. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.
- BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students are responsible not only to adhere to the Honor Code requirement to be honest but also to assist other students in fulfilling their commitment to be honest. A complete version of the Academic Honesty Policy is available at honorcode.byu.edu.
- Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 801-422-2847 if you have any questions about those standards.

Preventing Sexual Discrimination and Harassment:

Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law (Title IX of the Education Amendments of 1972) and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24 hours), or http://www.ethicspoint.com; or contact the Honor Code Office at 801-422-2847.

Students with Disabilities:

If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.