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Q2S Faculty Learning Community, History Department (Murray, HIST 142)

Jeremy Murray
jmurray@csusb.edu

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Project Description (Plus HIST 142 Syllabus)

Project Description (.pdf upload) *

Your project description should also include a timeline, a list of scholarly readings and a description of the project (e.g. Lesson Plan, Student Activities/Worksheets, Software, Book Review, Journal Article, etc.)

Here is my updated HIST 142 syllabus, designed for a final term of teaching on the quarter system, but in anticipation of Q2S, and with direct attention to DFWI rates through High-Impact Practices (HIPs).

I developed the below lesson plan over the fall and winter of 2018-19, with the plan to begin this new writing intensive version of HIST 142 this spring, and then again in the Semester system to come in 2020.

The collaborative, global learning, and writing intensive High-Impact Practices are all deployed here, particularly with my decision not to implement multiple-choice exams. In a class of over 150, this is a radical decision that significantly increased my grading time (see syllabus and assignment breakdown) but it was very welcome to the students. Students find the “names and dates” aspect of history to be the most daunting, and they don’t realize that upper-division history is much less focused on “names and dates.” Hence it made sense to drop this element of the evaluation component, and focus on students making sense of their own studies and work. See the syllabus for details.

Another crucial component of my effort to grapple with DFWI rates was to act as a departmental liaison and facilitator in the broad implementation of Supplemental Instruction. I helped, and will continue to help, recruit and place SI leaders, and also explained the benefits of SI to colleagues and urged them to adopt it. I can provide details about this and any other aspects of my ongoing work as part of the project, and my working in reducing DFWI rates, redesigning syllabi, and preparing for Q2S.

**HIST 142 World Civilizations II:
The Civilizations of East and West, Spring 2019
California State University, San Bernardino
College of Social and Behavioral Sciences • History**

Project Description (Plus HIST 142 Syllabus)

Course and Instructor Information

Class Days/Time: Monday, Wednesday, Friday 9:20am-10:30am; Room: SB-128

Jeremy A. Murray, History: Office: SB-357D; Phone: (909) 537-5540

Email: jmurray@csusb.edu; Office hours, Monday and Wednesday 8-9am, 12-1pm

Brief Course Description

This course is a survey of the social, economic, political, military, and cultural history of the civilizations of the world from earliest times to about 1450 CE, with our focused study starting around 500 BCE. We will cover the Mediterranean, Persian, Indian, Chinese, European, Amerindian, Sub-Saharan, Byzantine, Japanese, Korean, Oceanic, and Islamic civilizations and empires in this period. Our aim is a broad, thematic understanding of global history, rich in detail and recurrent themes. We will learn to understand the similarities and differences of world cultures, based on themes including history and myth, religion and philosophy, civilization and "barbarity," nomadic and sedentary cultures, oral and written traditions, frontiers and homelands, and others. We'll also see that these histories have been written and understood in multiple ways, and different people have written different histories for different reasons. Broad themes will frame your understanding of the diverse histories and cultures we explore. The main goal here is that our approach to the material will help you read, understand, and appreciate history as well as the world around us in a richer and more rewarding way. Note that there are no conventional multiple-choice exams. I don't just want to evaluate you on static knowledge. I want to hear what you think, understand how you work, urge you to think deeply about the themes and issues, and explore this material together in a meaningful way. I also hope that we all become better readers and writers, and more critical thinkers.

Grading Breakdown

3 Chapter Reading Notes (handwritten)	(10% each, 30% total)
2 Document Analyses (200 words minimum each)	(10% each, 20% total)
1 Short Film Reaction (400 words minimum)	(20% each)
3 Require Blackboard posts (150 words minimum)	(5% each, 15% total)
Participation Assessment (In Class)	(15% total)

100% plus extra credit announced in class

Grade Breakdown	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 59 and lower
A = 93-100+	B = 83-86	C = 73-76	D = 63-66	
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62	

Expectations for Instructor and Students

My task is to teach this material in a way that is clear, to help you understand the content, and fairly evaluate your mastery of the subject. My lectures will mainly be based on the readings for that given week. In lectures I'll use slideshow presentations with text and images that bring together the content of the readings while they also contribute additional visual and thematic materials. We'll break up lectures with discussions, in which I'll ask you what you think about a given topic, and how we can connect this material to our lives today. I will be available to address your questions and

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concerns related to the class. You can email me anytime with questions and I will reply promptly, generally within 24 hours.

Your task is to do the reading for each week before the first day of class in that week (with the exception of week 1) and take good notes. Come to lectures and don't disrupt the class. It is also your responsibility to let me know about any difficulties, questions, or concerns that you're having and to do so in a timely manner if you would like me to help support your work in the course. You will turn in 3 batches of your chapter reading notes, 1 short film review, 3 Blackboard discussion posts, 2 document analyses, and you will take part in classroom discussions. Assignment details are below and we will discuss them all in greater detail in class. No make-up work will be permitted without a medical reason or emergency. *Whether you're writing a short email, a Blackboard post, or polishing the final draft of a paper, take pride in your use of language, and use every writing exercise as a chance to practice effective prose and correct form. This is a job skill that we can always work to improve.*

Important Notes

For academic accommodations for a disability, contact the Services for Students with Disabilities at UH-183, (909) 537-5238, ssd@csusb.edu, and inform me of your requirements in a timely manner. If you might need assistance in an emergency, establish a buddy system with a buddy and alternate buddy in class.

All students are responsible for knowing and abiding by this institution's regulations on plagiarism. Plagiarism is presenting others' work as your own. Don't do it. We'll use turnitin.com for your short papers, through Blackboard. This software makes it extremely easy for me to see when work has been plagiarized. The consequences of plagiarism will begin with a 0% on that assignment, and may be much more severe. Cheating will mean failing the course and possible disciplinary action. Refer to the "Academic Regulations and Procedures" in the CSUSB Bulletin of Courses for the university's policies on course withdrawal, cheating, and plagiarism.

Please be respectful in class, and I will be respectful and interact with students in a professional manner. I don't forbid laptops in the classroom, but if you're working on a laptop, just use it for notes so that you don't distract your neighbors with browsing. Don't chat with your neighbor during class, don't pack up early, and please turn off your cell phones. Come to class on time and don't leave early, unless you have an emergency or you've explained in advance why you need to leave. Only excused absences (medical or extenuating circumstances) allow you to make up work. Disruptions will hurt your grade. Keep all written work, including notes and drafts, until after you have received your final grade.

Required Reading

Elizabeth Pollard, Clifford Rosenberg, Robert Tignor, *Worlds Together, Worlds Apart: Beginnings through the Fifteenth Century, Volume 1, Concise Edition* (Norton: New York, 2015). **ISBN-10:** 0393918475; **ISBN-13:** 978-0393918472, in the bookstore, for sale online, and on reserve in the library.

Films

Rashomon, Akira Kurosawa, 1950

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The Buddha, David Grubin, 2010

Lost Treasures of the Ancient World, Kultur Films

Islam: Empire of Faith, Robert H. Gardner, 2000

Mongol, Sergei Bodrov, 2007

HIST 142 Schedule with Reading Assignments

Week	Date	Topics, Readings, Assignments, Deadlines
1	4/3 4/5	Introductions Foundations I Reading: Frontmatter and Chapter 1
2	4/8 4/10 4/12	"Rashomon" Film "Rashomon" Film Discussion Reading: Chapters 2 and 3, background to upcoming reading
3	4/15 4/17 4/19	Persia, First Required Reading Notes Due, Chapter 4 South Asia East Asia Reading: Ch. 4: "First Empires and Common Cultures in Afro Eurasia, 1250 BCE-325 BCE," Discussion Post 1 due 4/21 9pm
4	4/22 4/24 4/26	East Asia, Second Required Reading Notes Due, Chapter 5 Mediterranean Americas and Sub-Saharan Africa Reading: Ch. 5: "Worlds Turned Inside Out, 1000 BCE-350 BCE," Discussion Post 2 due 4/28 9pm
5	4/29 5/1 5/3	Alexander and the Hellenistic World, Buddhism "The Buddha" Film "The Buddha" Film Reading: Ch. 6: "Shrinking the Afro-Eurasian World, 350-100 BCE," Discussion Post 3 due 5/5 9pm
6	5/6 5/8 5/10	Han China, Third Required Reading Notes Due, Chapter 7 Rome Neighbors of Rome and China Reading: Ch. 7: "Han Dynasty China and Imperial Rome, 300 BCE-300 CE"
7	5/13 5/15 5/17	New Religions Discussion and Review Discussion and Review Reading: Ch. 8: "The Rise of Universal Religions, 300-600 CE,"
8	5/20 5/22 5/24	"Islam: Empire of Faith," Film "Islam: Empire of Faith," Film Discussion, First Document Analysis Due, 11:59pm Reading: Ch. 9: "New Empires and Common Cultures, 600-1000 CE"
9	5/27 5/29 5/31	No Class, Memorial Day "Mongol" Film "Mongol," Film, Second Document Analysis Due, 11:59pm

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		Reading: Ch. 10: "Becoming 'The World,' 1000-1300 CE"
10	6/3 6/5 6/7	Africa Americas Conclusions, Film Reaction Paper Due, 11:59pm Reading: Ch. 11: "Crisis and Recovery in Afro-Eurasia, 1300-1500"
11	Final	Friday June 14, same room, 8:00-9:50am

Reading Notes

You will turn in three batches of your **handwritten** reading notes. If you don't have the book yet, you can use the copies on reserve at the library, get the ebook, rent a book from the bookstore, or borrow from a friend. Turning in your reading notes gives us a chance to discuss good note-taking strategies. This is an easy assignment if you do the readings and take good notes. Attending optional Supplemental Instruction sessions will also boost your note-taking abilities. I don't expect a perfectly structured outline, and I don't have a specific format anyone must follow, though we will discuss some options. Mainly I need to see that you have taken adequate notes to retrieve essential information from the chapter. Use the great hints in the book, like key terms and concepts. You can also include your own open questions and musings, and lines of future inquiry. About 3 *substantial* pages of notes per chapter *could* be enough to cover much or all of the material for one chapter, but you can do more if you'd like. Your notes must be **handwritten** (but legible), stapled, and turned in at the beginning of class on the due dates. There will be additional extra credit assignments announced in class related to good note-taking strategies, so stay tuned and make sure to be in class every day and on time! (10% each batch of notes, 30% total)

Very Short Papers

You will write one very short film reaction paper (at least 400 words) and two very short document analyses (at least 200 words each). Turn them in online to the "turnitin" assignments by the due dates noted, and to the assignments labeled "Film Paper" and "Document Analysis 1" and "Document Analysis 2" linked on Blackboard. No paper copy is needed. You will be assessed on accuracy, clarity, and persuasiveness. We will discuss other essential qualities in class, including taking a perspective and defending it. Note that word count and not number of pages is the metric here, and anything short of the required word count will not be eligible for full credit. For help, you can see me or go to the Writing Center (<http://www-ugs.csusb.edu/wc/>, UH 387) or SBS Writing Lab (<https://csbs.csusb.edu/writing-lab>). Late work will lose points (one letter grade or 10% per day). (40% total)

3 Required Blackboard Posts

You will be required to post at least three times to the Blackboard Discussion Forum, based on a topic from any of the readings, the lectures, or a topic that is clearly related to something we are covering in class. They should be at least 150 words, drawing out items from the readings, introducing them, and explaining why you think they're important. Don't just draw ideas from the first couple pages, but show me you really did

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the readings. The 3 postings must be in by Sundays, April 21, April 28, and May 5, at 9pm (5% each, 15% total).

In-Class Participation Assessment

The remaining 15% of your participation grade will be my assessment of your participation during reading and film discussions in class time. You will sometimes be broken into groups to discuss, and then come back to the class to summarize and share your discussions. This aspect of your grade will include your participation in these discussions, and it may include me calling on students randomly during discussion sessions. If you're not present when I call your name, your grade will suffer. To get 15 out of 15 here, you must do the reading before the required class, come to class prepared, and actively participate in discussions. The time reserved for our final will be our final discussion session. (15% total)

Extra Credit

In addition to your required posts, you can also post in the Discussion Forum on Blackboard for extra credit as prompted during lectures. There will be more extra credit options announced in class, including optional museum trips, films to watch, podcasts, and other assignments. If you're in class every day, you will find that there is an enormous amount of potential extra credit available to you throughout the term. Some extra credit options I can announce right away include visits to the following museums: Norton Simon Museum, Pasadena (free for students with ID, free parking, <https://www.nortonsimon.org/>); Los Angeles County Museum of Art (LACMA, \$16-21 entry plus parking, <https://www.lacma.org/>); Getty Center (free entry, \$15 parking, <http://www.getty.edu/visit/center/?hp-2nd-level-nav=1>); Getty Villa, Malibu (free entry, \$15 parking, <http://www.getty.edu/visit/villa/>). If you visit the museums, and post your thoughts about your visit on the extra credit Discussion Forum (in at least 150 words) and share a picture of you at the museum with your post, you will get up to 3 extra credit points per bonus post. The best posts that will earn 3 points meet these requirements and connect some aspects of the visit to elements of our course content. There will be numerous other extra credit options.

Finally, please note that I am here to support your learning, to help you succeed, and to ensure that you make the most of this class. Please contact me with any questions.

Your Notes:
