

HIST 2321.900 World Civilization I

Spring 2025
TR 11:00-12:15 p.m.
Madla 353

Instructor: Dr. Sandra Elizabeth Lara

Office Location: CAB 318C

Office Hours: Tuesday & Thursday 12:30-3:30 P.M. Other times are available by appointment.

Email: slara@tamusa.edu

Telephone: 210-784-2809



COURSE DESCRIPTION

This course is an introduction to the political, social, cultural, religious, economic, and intellectual history of the world from the beginning of recorded history to the end of the 1500s. This course will be selective in its regional and temporal case studies. The course examines major cultural regions of the world in Africa, the Americas, Asia and Europe, and their global interactions over time. Themes include myth, the spread of ancient civilizations, development of world religions, trade, gender and power, and a study of these civilizations as foundations for the modern world.

LEARNING GOALS

Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence;
2. Analyze and interpret primary and secondary sources;
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on world history from the beginning of recorded history until the 16th Century; and
4. Develop analytical writing skills.

COURSE MATERIALS

1. Tignor, Adelman, Aron, et al., *Worlds Together, Worlds Apart*, Vol. 1, 6th ed. (Recommended)
2. *Gilgamesh: A New Rendering in English Verse*, rendered by David Ferry. FSG, 1992. ISBN 9781466885028
3. Aeschylus, *Prometheus Bound*. Dover, 1995. ISBN 9780486287621

There will be other short primary source reading assignments throughout the semester from the text or they will be provided on Blackboard.

COURSE REQUIREMENTS

Course requirements:

Attendance 10%

Traveler Logs: Based on Primary Source Readings (Student-Led Discussion) 10%

(3) Exams 60%

Ancient Texts Gilgamesh Quiz 10% & Prometheus Bound Quiz 10%

Grade Scale: A (90%-up); B (80-89%); C (70-79%); D (60-69%); F (0-59%)

Attendance (10%): I take attendance every class period. The course meets twice per week, so up to 4 absences are allowed. Being absent more than that will affect your attendance grade and make it difficult for you to do well in the course.

Exams (60 %): There will be 3 non-cumulative exams for this course that are scheduled on the syllabus. Exams will consist of multiple choice, True/False, short answers and essays. We will spend time in class reviewing for these exams, as well as discussing study methods and test-taking strategies. A study guide for each exam will be provided. Make-up exams must be taken within a week of the original exam. It is your responsibility to contact me for scheduling a make-up exam at the testing center or during office hours.

Ancient texts (20%): In-class quizzes based on the works, Gilgamesh and Prometheus Bound.

Traveler Logs (10%): Once this semester, as part of a group activity, students will have the opportunity to lead class discussion on a primary document set of readings.

Evaluation/Grading Scale:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

OTHER

Blackboard: This course has a Blackboard site please check it for weekly announcements. I do not post lecture notes online—you must attend class and take your own notes. If you are absent, you will need to get lecture notes from someone else in the course.

Laptop computers may only be used during class time to take lecture notes. Any other purpose is not allowed.

Academic Dishonesty: Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic dishonesty for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of alleged

violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All written assignments for this course are subject to analysis by anti-plagiarism software. All students are responsible for being familiar with the Academic Dishonesty Policy, which may be found in the Texas A&M University-San Antonio Student Handbook.

Communication: All correspondence between professors and students must occur via University e-mail accounts. E-mail is the best way to get in touch with me regarding questions or concerns about the course, and I will usually respond within 48 hours. You may also schedule an appointment to speak with me in my office outside of regular office hours.

SUPPORT SERVICES

The Jaguar Writing Center: The Writing Center provides writing assistance to graduate and undergraduate students in all three colleges at Texas A&M-San Antonio. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Students can make individual or group appointments with a writing tutor. The Writing Center is located in Suite 208, Central Academic Building, and can be reached by phone at (210) 784-1332 or by email at tutoring@tamusa.edu. Appointments can also be made through JagWire using TutorTrac, which is found under the Services tab.

Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability that may require accommodation, please contact Counseling and Disability Support Services for the coordination of services. If you have any questions or need additional information, contact DSS at (210) 784-1335 or email at dsupport@tamusa.edu.

Counseling Resources: As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (Rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM. All mental health services provided by the SCC are free, confidential

(as the law allows), and are not part of a student's academic or university record. SCC provides brief individual, couples, and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit www.tamusa.edu/studentcounseling

In a crisis situation, please walk-in to the Student Counseling Center (SCC) any time between the hours of 8:00AM and 5:00PM to be seen by a licensed clinician. After hours, please contact UPD at 911 or text "HOME" to 741-741 24/7/365 to connect with a trained crisis counselor. The National Suicide Prevention hotline also offers a 24/7/365 hotline at 1-800-273-8255. Emergency

Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email and/or phone call with instructions and updates.

To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for

support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

MICELLANEOUS

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

Respect for Diversity: We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the classroom, on campus, and as a future professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other's opinions and communicate respectfully.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism, and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender- based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the university. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources

such as counselors and other healthcare providers) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about an incident of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

Students' Rights and Responsibilities: The purpose of the following statement is to enumerate the essential provisions of students' freedoms and responsibilities to learn at Texas A&M University-San Antonio. All students are required to follow all policies and regulations as set forth by The Texas A&M University System, including the A&M-San Antonio Student Code of Conduct.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no university rule or procedure that in any way abridges the rights of freedom of speech, expression, petition, and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the university, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, genetic information, or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and staff, and the administration.
2. A student has the responsibility to be fully acquainted and compliant with the University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and in the University Catalog.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their University email for any updates or official University notifications.
6. We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

READING AND ASSIGNMENT SCHEDULE¹

Week 1: INTRODUCTION & Becoming Human, Ch. 1

¹ The Instructor reserves the right to modify the readings and assignments of the course as needed.

Class meets January 23



Welcome; syllabus distribution

1. Optional: Watch the “Five Suns,” 53.59 min, <https://www.youtube.com/watch?v=V05syG7pNO4>
2. Practice: Read one of the creation myths located in chapter 1: for example, “The Creation of the Universe” from Huainanzi or Popul Vuh.
3. Analyze the context of the creation narratives, what does the narrative tell us about what matters to the community that produced and transmitted the narrative? (Primary Sources)

Week 2: Rivers, Cities, and First States, 3500-2000 BCE, Ch. 2

Class Meets January 28 & 30



1. Lecture on Mesopotamia & Egypt
2. Watch Clip on Book of the Dead
3. Skim the excerpt on The Book of the Dead for class discussion (BB)

Week 3: Nomads, Territorial States and Microsocieties 2000-1200 BCE, Ch. 3

Class meets February 2 & 6



1. Territorial States of Mesopotamia/Egypt
2. Gilgamesh Quiz
3. Read for class discussion, early law codes: Hammurabi's Code & the Ten Commandments. What issues do these codes attempt to legislate and what types of social distinctions (class, gender) do these codes reveal? (Primary Source)

Week 4: First Empires and Common Cultures in Afro-Eurasia, 1250-325 BCE, Ch. 4

Class meets February 11 & 13



1. Lecture on The Neo-Assyrian and Persian Empires, Greeks, Phoenicians, Israelites
2. Review

Week 5: Exam 1

Class meets February 18 & 20

Week 6: Worlds Turned Inside Out, 1000-350 BCE, Ch. 5

Class meets February 25 & 27



1. Lecture on the Axial Age: Confucius, Daoism, South Asia & Varna System; Jainism; Buddhism
2. Read for class discussion, Axial thinkers and their ideas: compare similarities and differences between two readings from this chapter, based on what you know about the political context for each thinker, what is radical about their ideas? (Primary Source)

Week 7: Shrinking the Afro-Eurasian World, 350 BCE-100 BCE, Ch. 6

Class meets March 4 & 6



1. Lecture on Alexander the Great & Hellenistic Culture, The transformation of Buddhism and the Silk Roads
2. Prometheus Bound Quiz

Week 8: Spring Break: No classes on March 11 & 13

Week 9: Han Dynasty China & Imperial Rome, 300 BCE-300 CE, Ch 7



1. Lecture on Globalizing Empires: The Roman Empire
2. Read for class discussion: Select a source from Han China and Rome to analyzing the political and domestic order, think about the similarities and differences between the two texts. (Primary Source)

Week 10: The Rise of Universalizing Religions, 300-600 CE, Ch. 8

Class Meets March 18 & 20



1. Lecture on Universalizing Religions
2. Select two readings from this chapter to examine pilgrimages continuity and change over time? (Primary Source)

Week 11: Finish the Rise of Universalizing Religions, 300-600 CE, Ch. 8

Class meets March 28

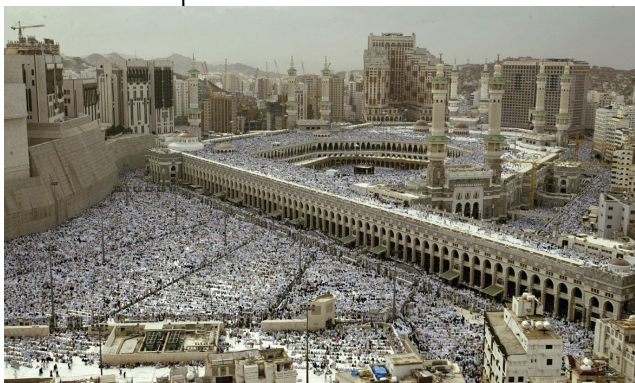
1. Lecture on The Decline of the Roman Empire & The Transformation of Hinduism
2. Review

Week 12: Exam 2

Class Meets March 25 & 27

Week 13: New Empires and Common Cultures, 600-1000 CE, Ch 9

Class Meets April 1 & 3



1. Lecture on Islam & the Emergence of European Christendom
2. Watch documentary on Sacred Journeys
2. Read for class discussion: “Women and New Empires,” select two sources and consider how the belief systems offer contexts for gender expectations and family structures (Primary Source)

Week 14: Becoming “The World,” 1000-1300 CE, Ch 10

Class meets April 8 & 10



1. Lecture on Developing Maritime Trade, Sub-Saharan Africa & Americas, and Mongol Transformation of Afro-Eurasia

Week 15: Crises and Recovery in Afro-Eurasia, 1300-1500, Ch 11

Class Meets April 15 & 17



1. Lecture on The Black Death & Western Christendom

Week 16: Catch Up

Class Meets April 22 & 24

1. Review

Week 17: Wrapping Up

Class Meets April 29

1. *Exam 3