



Lincoln University

Spring 2018
World History
HIST 10

Credit: 3 units

Instructor: Dr. Alexander Anokhin

Level: Introductory (I)

Email: aanokhin@lincolnuca.edu

Required textbook: William H. McNeil (1998), A World History. Oxford University Press, 4th edition, ISBN-10: 019511616X, ISBN-13: 978-0195116168

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Catalog Description

This course is a survey of the development of the world's largest and most influential cultures. While many civilizations will appear, the major emphasis will be on China, Islamic Middle East, India and Europe. The first half of the course will cover the formative stages of the great civilizations. The second half will survey the enormous economic, political and social impact of industrialization. Throughout the course, a comparative approach will be used to illustrate the degree of continuity and change in cultures. (3 units)

Course Objectives

The course is designed to be an overview of the endlessly complex yet essential topic - the history of humankind. The main purpose of studying the past is to acquire an understanding of trends, vectors, underlying themes, and motives that have shaped out today's world. The study of history teaches us to assume a long-term view of events, to separate facts from fiction (where possible), signal from noise, develop critical thinking and analytical skills, which are essential in our fast-paced globalized environment.

Upon the completion of the course students will be able to:

1. Demonstrate a working knowledge of trends in global history;
2. Assess current political and economic scenarios from the point of view of historical development;
3. Understand the trends that are shaping the future of the world;
4. Efficiently employ analytical and communicative skills.

Course Learning Outcomes

	Course Learning Outcome	Program Learning Outcomes	Assessment activities
1	Understand the general development vectors and evolution patterns of human civilization	PLO 1	Class discussion, Midterm and Final exams
4	Critically analyze modern social, political, economic, and cultural dilemmas using a broad understanding of historical trends.	PLO 4	Course project, class discussion, Final exam
5	Demonstrate an ability to effectively and efficiently process information and work with primary sources.	PLO 5	Course project, homework, class discussions

Procedures and methodology

Core concepts identified from the textbook will be augmented through supplementary sources (made available to students on the class website).

The coursework will include required reading followed by various assignments. At the end of the course students must submit a group research project.

Class discussions are essential for the success of the course, and all students are invited to participate.

All communication between students and instructor (including assignments submissions) has to be conducted through the course website.

This is a direct classroom instruction course.

Class Rules

All exams, assignments, case studies and projects must be completed and handed in on time. Late submissions will result in lower grade (each day of delay costs 4% points). Submissions of assignments will be conducted preferably via the course website. Make-up exams are not allowed.

Plagiarism is not tolerated and will result in F for the assignment, quiz, or exam.

Exams

The exams will consist of questions based on assigned chapters and supplementary reading.

Course Project

Every student must complete a research paper for graded submission at the end of the course. In this research paper students are expected to conduct a study of one of the world regions' history after 1991. The paper should place such events into a proper historical context, explain their origins, internal logic, and consequences.

Research paper must be formatted according to APA style guidelines. Research projects must comply with the Lincoln University requirements.

Assessment Criteria

All assignments, projects and exams are evaluated using the indicated system:

94-100	A	73-76	C
90-93	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	60-66	D
80-82	B-	0-59	F
77-79	C+		

Tentative Weights

Project	20%
Homework	20%
Midterm Exam	30%
Final Exam	30%

Course Outline

	Topic	Chapter
1	a) Introduction. b) Before History: Two million lost years. c) Diffusion of civilizations	Ch. 2
2	Chinese and East Asian civilizations	Ch. 6, 10
3	The rise and decline of Greco-Roman world	Ch. 8, 9, 12
4	Indian civilization and buddhism	Ch. 4, 11
5	Islamic World	Ch. 13
6	Medieval Europe and Japan	Ch. 16
7	Midterm Exam	all topics covered
8	The start of the Great Divergence. Age of Discoveries	Ch. 18
9	Scientific, industrial, and political revolutions	Ch. 26
10	a) Height of imperialism. b) Decolonization	Ch. 29 Decks
11	Cold War	Ch. 30
12	Post-war economic development	Decks
13	End of Cold War	Decks
14	Course Project Presentation	
15	Final Exam	topics covered after midterm exam

Appendix A. Program and Institutional Learning Outcomes

Institutional Learning Outcomes (ILOs)	
<i>Graduates of the BA program of Lincoln University should be able to:</i>	
1a	Develop the habits and skills necessary for processing information based on intellectual commitment, and using these skills to guide behavior.
2a	Raise important questions and problems, and formulate them clearly and precisely in oral or written communication
3a	Act with dignity and follow the principles concerning the quality of life of all people, recognizing an obligation to protect fundamental human rights and to respect the diversity of all cultures.
4a	Focus on individual and organizational benefits; communicate to co-workers and company's leadership in facilitation of collaborative environment; to be honest and transparent with regard to their work, and to be respectful of the work of others.
5a	Display sincerity and integrity in all their actions, which should be based on reason and moral principles; to inspire others by showing mental and spiritual endurance
6a	Show creativity by thinking of new and better goals, ideas, and solutions to problems; to be resourceful problem solvers.
7a	Define and explain the boundaries, divisions, styles and practices of the field, and define and properly use the principal terms in the field
Program Level Outcomes (PLOs)	
<i>Students completing General Education courses in BA program will be able to:</i>	
1	Demonstrate proficiency in college-level mathematics, English, sciences, humanities, and social sciences.
2	Represent mathematical information symbolically, visually, numerically, and verbally. Being able to interpret and apply arithmetical, algebraic, and geometric methods to solve problems.
3	Communicate effectively in multiple creative and academic writing genres by applying Standard American English.
4	Think critically and apply common sense in approaching and solving real-world problems.
5	Demonstrate proficiency in skills that sustain lifelong learning, particularly to think critically and responsibly in assessing, evaluating, and integrating information.
6	Understand the responsibilities of active citizenship, community engagement, and social responsibility.

Institutional Learning Outcomes (ILOs)

Graduates of the BS program of Lincoln University should be able to:

1a	Develop the habits and skills necessary for processing information based on intellectual commitment, and using these skills to guide behavior.
2a	Raise important questions and problems, and formulate them clearly and precisely in oral or written communication
3a	Act with dignity and follow the principles concerning the quality of life of all people, recognizing an obligation to protect fundamental human rights and to respect the diversity of all cultures.
4a	Focus on individual and organizational benefits; communicate to co-workers and company's leadership in facilitation of collaborative environment; to be honest and transparent with regard to their work, and to be respectful of the work of others.
5a	Display sincerity and integrity in all their actions, which should be based on reason and moral principles; to inspire others by showing mental and spiritual endurance
6a	Show creativity by thinking of new and better goals, ideas, and solutions to problems; to be resourceful problem solvers.
7a	Define and explain the boundaries, divisions, styles and practices of the field, and define and properly use the principal terms in the field

Program Level Outcomes (PLOs)

Students completing General Education courses in BS program will be able to:

1	Demonstrate proficiency in college-level mathematics, English, sciences, humanities, and social sciences.
2	Being able to interpret and apply arithmetical, algebraic, and statistical methods to solve problems
3	Communicate effectively in diagnostic field by applying Standard American English. Be able to use appropriate terminology accepted in DI field.
4	Think critically and apply common sense in approaching and solving DI and real-world problems.
5	Demonstrate proficiency in skills that sustain lifelong learning, particularly to think critically and responsibly. Be able to evaluate and integrate DI information.
6	Understand the responsibilities of active citizenship, community engagement, and social responsibility.
7	Develop basic understanding of bioethics' standards acceptable in the field of diagnostic imaging.

Appendix B. Classification of LU curriculum courses:

Code	Classification	Description
Courses < 10, and 300A/300B	Review (R)	Review courses are supplemental courses that are not a part of any program.
Courses 10 - 99	Introductory (I)	Introductory undergraduate courses are designed to acquaint students with foundational concepts, ideas, and competences in a specific field of study as well as general education disciplines. General Education courses provide a background in the liberal arts and expose students to the fundamental aspects of human culture. They also help students to develop analytical and communication skills and foundation for advanced work in the major field of study.
Courses 100 - 199	Developed (D)	Developed undergraduate courses build upon the concepts, ideas, and competences introduced in the Introductory level; expanding students' understanding of the specific field of study.
Courses 200 - 286	Advanced (A)	Advanced courses in undergraduate programs are intended to bring students' comprehensive knowledge of concepts, ideas, and skills in the specific field of study to the highest level within the baccalaureate programs.
Courses 288 - 299	Bachelor Assessment (BA)	Bachelor Assessment courses are structured to provide opportunity to assess students' achievements of set program learning outcomes.