



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: HIST

Course and Section #: 1500 005

Course Title: World History to 1500

Credits: 3

Course Description

Serves as an introduction to pre-modern world civilization. Surveys cultural, economic, intellectual, and social history up to the year 1500 CE, with special attention to the rise of world religions.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Dr. Brendan McCarthy, PhD. Students may refer to me as Brendan

Student Learning Outcomes

- Identify the significance of historical events, figures, institutions, and processes in world history to 1500.
 - Discuss the influence of ethnic, and religious groups and ideologies in world history.
 - Examine significant topics and sources in world history in class discussions and academic writing using information from primary and secondary sources.
 - Describe the role of historical context in shaping both past and present events in world history.
 - Evaluate the perspectives and biases of primary and secondary sources gathered using library resources.
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Course Materials and Texts

Required text: Morris, Ian. *Why the West Rules—For Now*. New York: Picador, 2011. ISBN: 0312611692.

Access to an internet-connected device.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Your grade is made of 500 points. If you get 500 points, that is 100%. Take your total points, divide by 5 and compare it to UVU's grade system as explained in the table below.

There are approximately 570 points available in this class. That means you have some wiggle-room for completing your work. You can turn in extra work to make up for lost points or you can skip work if you are swamped for a week or two. You can ignore activities and readings that do not appeal to you, allowing you to focus on work that appeals to you most! Just don't skip everything! You still must complete most of the work in the class for an A!

Canvas will show you a letter grade. That is not your real grade. That is something you can think of as a "quality" grade. It is the average letter grade you have received on assignments you have earned so far. I recommend ignoring that letter except to inspire you to either pay close attention to feedback to improve or to maintain a strong course. The higher your quality of work, the less work you have to turn in! The only thing that matters for your grade are your total points!

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Percent	94-100	90-93	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59
Points	470-500	450-469	435-449	415-434	400-414	385-399	365-384	350-364	335-349	315-334	300-314	0-299

Assignment Categories

Activity	Points
Roots of Knowledge Review	100 pts
Roots of Knowledge Proposal	50 pts
Roots of Knowledge Map	25 pts each
Class Participation	60 pts total
Activities	10 pts each
Readings	5 pts each

Late Work Statement:

Late work receives 1 point penalty every day late, up to 50 points.

Assignment and Assessment Descriptions

Class Participation

Attending class regularly and actively participating in discussions is integral to this class. This will be structured as a weekly quiz where you fill in a code word I give during class. (60 points)

Roots of Knowledge Review

The Roots of Knowledge is a beautiful stained glass mural located in the Fulton Library. The final assignment for this class is a scholarly review of the Roots of Knowledge as a piece of historical media. Does the Roots of Knowledge give a good historical narrative?

Roots of Knowledge Proposal

We have several assignments in this class that build up toward your final paper. In this assignment you will propose a figure (person, place, artwork, concept, etc.) that is not depicted in the Roots of Knowledge, explain that figure, and discuss why they make the mural better.

Roots of Knowledge Map

At four different times in the semester you will select a figure from the Roots of Knowledge to research and add to a map. This will act both as a review of major concepts we have discussed in class and a visual to show which parts of the world are most frequently highlighted on the Roots of Knowledge.

Activities

There are a few opportunities to complete work outside of class beyond the readings. These are designed to give you clear skills and examples you can use on your Roots of Knowledge projects and you can think of them like strong ways to make up for missing class. (10 points each)

Readings

Each module will have readings from Morris and from primary sources. The primary source readings are assigned through a site called Perusall. On Perusall, you can highlight parts of the reading, make comments, ask questions, or take private notes. Perusall will automatically grade your comments. Perusall readings are marked on the module guides with a highlighter icon. Read their privacy policy here: <https://app.perusall.com/legal/privacy>.

Perusall grades and submits your work to Canvas as you do the reading, so you might see that your readings are getting grades even though you only opened them and didn't finish your comments. That's normal, and your grade will update as you work on it.

There are many readings in this class. You should read every reading and make comments whenever you like. You are expected to have familiarity with every reading and video for the exams. (5 points each)

Required or Recommended Reading Assignments

Morris

“How to Read a Document”

“The Worst Mistake in the Human Race”

Code of Hammurabi

Selections from the Laws of Manu

The Story of Sinuhe

Selected Oracle Bone Inscriptions

Selections of Mythological Texts from the Bronze Age

The Cyrus Cylinder

The Behistun Inscription

The Shi Qiang Pan

“An Introduction to the I Ching”

Selections on Greek Government

Selections from Buddha, Lao Tze, and Confucius

Asoka's Rock Pillar Edicts
Selections from Polybius Book 6
Selections from authors of the Han Dynasty and Roman Empire
Selections from the New Testament and non-canonical Acts
Selections from the Lotus Sutra and Ban Zhao
Selections from Jordanes
Selections from the Quran and early Islamic history
Selections from Tang and Song Dynasty China
Selections from Fulchre of Chartres
Selections of Materials about the Mongols
Prologue to the Decameron
Selections from the Trial of Joan of Arc and the Anonimale Chronicle
Selections from the Popol Vuh
Selections from Cortes's Second Letter to Charles II and Bernardino de Sahagún
"Two Early Ming Texts on Borneo"

General Description of the Subject Matter of Each Lecture or Discussion

The Neolithic Revolution and Mesopotamia
Egypt and Shang China
The Late Bronze Age
Zhou China and Achaemenid Persia
Ancient Greece
The Axial Age and Conqueror Age
Rome, Qin, and Han
Late Ancient Religions and Women
After Rome
After Han
Silk Road Wars
The Unlucky 1300s
The Americas before Columbus
The Early Modern World

Required Course Syllabus Statements

Generative AI

Your college classes are opportunities to practice skills, not simply complete a bunch of work. LeBron doesn't have a Roomba practice his jumpshots, so I do not recommend using generative AI complete your work for this class. Developing a skill takes mindful, reflective practice. Large-Language Models will be an important part of your workflow throughout your career, but they cannot replace your own thinking. While I encourage the use of AI for checking your grammar and as a writing aide, I expect all of your writing to be your own words. Copying materials directly from LLMs like Copilot, ChatGPT, and Gemini will be considered plagiarism. I have included AI-authored essays as part of the materials for this class as ways for us to practice research and composition skills, but everything else is made entirely by me. I put in the work to write and design all aspects of this class.

Using Remote Testing Software

This course does not use remote testing software.

□ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis

protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.