

San José State University
Department of History
SOCS 139
World History for Teachers
Spring 2025 Tuesdays

Course and Contact Information

Instructor:	Jane Narveson
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Office Hours:	Tuesdays 4:15-5:15 pm
Class Days/Time:	Tuesdays 6:00-8:45 pm
Classroom:	DMH 167
Prerequisites:	This course belongs to the SJSU Studies Curriculum and satisfies “Area V” requirements. The prerequisites for this course are: Passage Upper-Division Writing Directed Self-Placement (UDW-DSP) or ENGL/LLD 110A with a C or better, Upper Division Standing (60 units), and HIST 15 and POLS 15 or AAS 33A and AAS 33B. Completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.

GE/SJSU Studies Category: Area V: Cultures and Global Understanding

Course Description

This interdisciplinary course is intended to prepare future teachers to teach the world history from a wide range of social science perspectives. Students will compare the diverse ideas, values, and histories of various world cultures and consider their impact on American culture. Students will create and implement dynamic teaching strategies for use in their own future classrooms.

Course Format

SOCS 139 is basically a flipped classroom, in that students will be doing the majority of content learning online and not in class. We will meet in class on Tuesdays where students are expected to participate in classroom activities based on the content that was assigned. Most assignments, except for in-class writing, will be submitted on Canvas.

I hope that we will be able to meet in person for the entire semester. But with variants of COVID-19 out there, along with the furious fires and other calamities that engulf our state, we may find ourselves doing some online

classes. In that case, I will send out a Zoom link for our usual meeting time, and/or we will follow the university instructions if they order the university to be closed.

Faculty Web Page

Course materials such as the syllabus, handouts, assignments, etc. can be found on Canvas Learning Management System for this class. You are responsible for regularly checking with the messaging system through MySJSU, which is where you can also find information on Canvas as well as help.

Course Goals/ Program Information

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website](#).

Program Learning Outcomes (PLOs) Social Science, Teacher Preparation (Single/Multiple Subject)

PLO 1: The major will provide students with the opportunity to learn and apply content knowledge, discipline-specific analysis skills, and pedagogical methods and theories that underlie the K-12 social science curriculum.

PLO 2: The major will prepare prospective teachers to analyze complex discipline-based issues especially as they relate to the theory and practice of teaching social science. Students will learn to synthesize information from multiple sources and perspectives and communicate this knowledge effectively in a variety of oral and written formats.

PLO 3: The major will equip students with the necessary knowledge to use appropriate technologies especially as they relate to K-12 social science teaching.

PLO 4: The major will provide students with the essential understanding, knowledge and appreciation of diverse perspectives and contributions by and about diverse groups.

PLO 5: The major provides prospective teachers with planned, structured field experiences in classrooms; the field experiences are linked to coursework and give breadth of experience with diverse populations.

Course Learning Outcomes: Area V

SOCS 139 fulfills GE requirements for Area V: Culture, Civilization & Global Understanding. SJSU Studies courses -- Areas R, S, and V -- help students integrate knowledge between and among disciplines. Courses in Area V: Cultures and Global Understanding examine multiple aspects of human expression in cultures and

societies outside the United States, including how such cultures develop and influence one another as well as U.S. cultures and societies.

Upon successful completion of this course, students will be able to:

CLO.V 1: analyze historical, social, and/or cultural significance of creative works of human expression (examples include, but are not limited to, written works, images, media, music, dance, technologies, designs), from at least one cultural tradition outside the United States;

CLO.V 2: examine how creative works of human expression [as defined in #1] outside the United States have influenced the United States' cultures;

CLO.V 3: explain how a culture outside the U.S. has changed in response to internal and external influences;

CLO.V 4: appraise how the study of creative works of human expression from outside the United States shapes one's own understanding of cultural experiences and practices.

Course Learning Outcomes Specific to This Class: (CLO)

Upon successful completion of this course, students will be able to:

CLO 1: learn how to read, write and think like historians. More specifically, students will learn to analyze primary documents from the ancient and the early modern worlds using a historical inquiry approach to “doing history”.

CLO 2: become proficient in applying historical thinking skills in their future classrooms in order to successfully teach students of all ages to become active, engaged citizens of our democratic society.

CLO 3: learn how to create and implement a lesson plan aligned to California State History/Social Science Content Standards and Common Core State Standards.

CLO 4: Students will learn how to create formative and summative assessments with a focus on writing in the content area.

Required Texts/Readings

Textbook

“History-Social Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve.” California State Board of Education, October 1998.

<https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>

History-Social Science Framework, 2016. California Department of Education. Chapter 9, 10, 11, & 15.

<https://www.cde.ca.gov/ci/hs/cf/hssframework.asp>

“Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects for California Public Schools Kindergarten Through Grade Twelve.” California State Board of Education, August 2010, Updated March 2013.

<https://www.cde.ca.gov/be/st/ss/documents/finaelaccsststandards.pdf>

A college level or AP World History level textbook on World History. Please make sure that your textbook is not older than ten years, and that it includes World History from at least the beginning until 1750. Examples include:

Fernandez-Armesto, Felipe. *The World: A History, Volume 1 3rd Edition*. Pearson Publishing: 2015

Strayer, Robert *Ways of the World: A Global History*.

Stearns, Peter *World Civilizations: The Global Experience*

Other Readings Recommended

Gosch, Steven. *Documents in World History, Volume 1, 6th Edition*. Pearson Publishing: 2011 (or equivalent—a document reader will make the lesson plan assignment easier)

Wineburg, Samuel, Martin, D., and Monto-Sano, c. *Reading Like a Historian; Teaching Literacy in Middle and High School History Classrooms*, New York: Teachers College Press, 2013.

Online Sources Required

Crash Course World History (on YouTube)

Library Liaison

Nyle Monday
Reference and Instruction Librarian, History Specialist
Dr. Martin Luther King Library
(408) 808-2041

Course Requirements and Assignments

Most assignments will be posted in Canvas, some in Assignments, and some in modules; the participation part of this class is all in-person, unless for some reason we are required to do distance learning. Please let me know if you cannot find something. Often the document for an assignment is posted in the Module. I tend to use both Canvas and email to keep you informed of assignments and other information. Please get into a daily habit of checking both Canvas and your email. I will do my best to keep you informed in a timely manner.

Preparation for Lesson Plan Project

Weeks 1-7

Short Answer Questions (25 points each; 10% of final grade) Students will write five short-answer questions (400-500 words each) based on an historical subject and what we did in class. There will also be a pedagogical response to the nature of the question. (PLO 1, 2; GE 1, 2, 3; CLO.V 1, 2, 3, 4; CLO 1,2) (25 points each)

Content: (25 points each; 10% of final grade) **Review of Crash Course World History** Students will write (300-400 words each) critiques of TWO episodes of Crash Course World History as preparation for class. (PLO 3, 4; CLO.V 1, 2, 3, 4; CLO 1,2) (10 Points)

Content Preparation Students will read from the textbook of their choice and fill out a chart of historical information (400-500 words each) to be used in the following class. (GE 1, 2, 3; PLO 1, 2, 4; CLO.V 1, 2, 3, 4; CLO 1,2) (15 points)

Weeks 8-12 (10% of final grade)

Document-Based Essay (15 points each) Students will write (1000-1200 words each) and critique two document-based essay questions. There will also be a pedagogical response to the question. A rubric for assessment will be provided. (PLO 1,2; CLO.V 1, 3, 4; CLO 1)

Content Preparation (25 points each) Students will either watch a Crash Course or read from the textbook of their choice and fill out a chart of historical information, or other content assignment (400-500 words each) to be used in the following class. (GE 1, 2, 3; PLO 1, 2, 4; CLO.V 1,2,3,4; CLO 1,2)

All class meetings

Participation Reflections: (25 points each; 15% of the final grade) Students will be actively involved in the activities of the class. This class requires participation in lessons modeled after K-12 pedagogy, and students are

expected to “learn by doing” the variety of lessons presented. At the end of each class you will be expected to write (300-400 words each) a short reflection as part of your participation score. NOTE: this is the only opportunity for “extra credit.” I count the first 13 as required; the last 2 are additional. This is a cushion in case you miss a class or two. (GE 1, 2, 3; PLO 4; CLO.V 1,2,3,4; CLO 1,2)

Lesson Plan Project

Lesson Plan: (75 points; 20% of the final grade) In a group of two or three, students will build a lesson plan that implement primary source documents. The lesson plan will include a rationale, connections to the California State Common Core Standards and Content Standards, will reflect the California Historical/Social Sciences Framework, and will focus on an essential (or guiding) question. It will also include step-by-step procedures and instructions, formative and summative assessments with a rubric for the summative assessment. (GE 1, 2, 3; PLO 1, 2, 3, 4; CLO.V 1, 2, 3, 4; CLO 3,4)

Presentation: (25 points; 10% of the final grade) Each pair will teach an adapted version of their lesson plan to the class. There will be instructions and a rubric for the summative assessment (PLO 2; CLO.V 2, 3; CLO 3, 4)

Exams

Midterm: The Midterm will be four short-answer questions (1200-1500 words) with a pedagogical question for each one. This is hand written in class (50 points; 10% of the final grade) (GE 1, 2, 3; PLO 1, 2; CLO.V 1,4; CLO 1, 2)

Final Examination: The Final will be three short answer questions and one document-based question, with a pedagogical question(1500-1800 words each). This is handwritten on the final day. 50 points; 15% of the final grade)(PLO 1, 2;CLO.V 1,4;CLO 1, 2)

University Policy

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. Please note that if you have a learning disability certified by the Accessible Education Center (here is the link to that site: <https://www.sjsu.edu/aec/>) please let me know immediately so that I can make the state-mandated modifications to accommodate your learning needs.

A minimum aggregate CPA of 2.0 in GE Areas R, S, and V shall be required of all students.

Grading Information

A+	100%-99%	B+	89%-87%	C+	79-76%	D+	67-65%
A	98-94	B	86-83%	C	75-72%	D	64-60%
A-	93-90%	B	83-86%	C	71-68%	D-	59-57%
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Late Policy

This class meets once a week, so there is very little leeway for late work. Students are reminded that they are preparing for a profession where turning in reports late or missing too many classes is means for dismissal. If you are absent from class you are still expected to turn in your assignments to Canvas by 6:00 p.m. on the day of the class in order to receive full credit. While there may be rare special circumstances, please note that I have a no late work policy due to my desire to return all work by the following class meeting. If I do grant your

request for turning in late work, which must be submitted to me before the deadline, please be aware that I only accept paper copies of handwritten work if it is turned in after the due date and time, and must be turned in at the next class meeting.

Academic integrity in the AI world

I can understand how the latest technology in artificial intelligence makes it tempting to just Google a topic or a question, and then copy and paste their answer into a document without really doing close reading on your part. While the online information may be helpful, and indeed cut your research time, please take the time to write your own answers, even if you use an AI tool to get your information. I ask you to treat the assignments for this class in the way that you would like your future students to treat yours. I don't want to have to make a report to the Department of Conduct and Ethnical Development because of work that was turned in that was not their own.

Classroom Protocol

This is an interactive class where student participation is mandatory. You will be expected to be active in the simulations, group work, and discussions that we will have. For participation credit you will be turning in some kind of reflection for each class period. You may need binder or notepad paper for these reflections. Students are expected to be in class on time, with cell phones off or silenced, and technology only used for class activities. Students need to bring materials to class, including a world history textbook or access to an online textbook. A typical class will feature a content-related activity during the first half of class, while the second half of class will focus on pedagogy and lesson preparation instruction.

Incompletes

Please be advised that University policy specifies that you must have a very serious emergency for requesting an incomplete. In addition, only one-third of the course work must be remaining for a professor to grant an incomplete. Please make every effort to keep up on assignments and course work so that you do not find yourself in this situation.

University Policies

Per [University Policy S16-9 \(PDF\)](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](#) web page. Make sure to visit this page to review and be aware of these university policies and resources.

HIST/SOCS 139

Tuesday Fall 2025

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	26 Aug	Introduction; TOPIC: Prehistory; SKILL: Interpretation of evidence and sources; writing a Short-Answer Question; HST Point of View; Participation points
2	2 Sept	TOPIC: River Valley Kingdoms MINI LECTURE on Characteristics of River Valley Civilizations; using sources; evaluating sources; SKILLS: Comparison and HST audience; Participation points
2		Reading background: River Valley Civilizations (3500-500 B.C.E)

Week	Date	Topics, Readings, Assignments, Deadlines
		DUE: SAQ on Prehistory; Content on Mesopotamia and Egypt; Crash Course #2 Mesopotamia and #4 Egypt
3	9 Sept	TOPIC: Classical China; Mini Lecture on Characteristics of Classical Civilizations; SKILLS: Dissecting sources and preparing them for classroom use and HST purpose; Participation points
3		Reading background: Classical China (Zhou, Han) 500 B.C.E to 600 C.E. DUE: SAQ on River Valley Kingdoms; Content on China; Crash Course World History #7 China
4	16 Sept	TOPIC: Rome; SKILL: Contextualization and HST Context; State Standards and Common Core; Participation points
4		Reading background: Classical Rome (500 B.C.E-476 C.E) DUE: SAQ on Classical China; Content on Rome; Review on Crash Course World History #10 Rome and #12 Fall of Rome
5	23 Sept	TOPIC: Islamic Caliphates; Mini Lecture on the Characteristics of Post Classical Civilization. SKILL: Recognizing levels of Bloom's Taxonomy; Participation points
5		Reading background: Rise of Islam; (600 C.E. to 1400 C.E.) DUE: SAQ on Rome; Content on Islamic Caliphates; Review on Crash Course World History #13 Islam and #16 Islam in Africa
6	30 Sept	Spread of Religion and Philosophy; SKILL: Writing a lesson plan and rationale; review CAPP; Continue Bloom's Taxonomy Participation points
6		Reading background: Spread of World Religions, 500 B.C.E to 1450 C.E. DUE: SAQ on Islamic Caliphates; Content on Spread of Religions; Review on Crash Course World History #11 Christianity and #9 Trade Routes
7	7 Oct	MIDTERM
7		Topics: The Lesson Plan Project; Writing a document essay
8	14 Oct	Topic: African Kingdoms; SKILL: Writing a document essay; working with literature; Participation Points
9	21 Oct	TOPIC: Mongols; SKILL: dissecting sources for a document-based essay; Participation points DUE: Review on Crash Course World History #17 The Mongols and #20 Russia, Kiev Russ, and the Mongols
10	28 Oct	TOPIC: The Aztecs; SKILL: Writing a short answer question using documents; Lesson Plan Presentation information; Participation Points
10		DUE: Document Essay
11	4 Nov	Topic: Columbian Exchange; SKILL: team meetings. Content and Participation Points
	11 Nov	VETERAN'S DAY HOLIDAY—NO CLASS MEETING

Week	Date	Topics, Readings, Assignments, Deadlines
12	18 Nov	Topic: The Enlightenment. SKILL: Working in groups; Content and Participation Points; Document Essay Due
13	25 Nov	Presentations or Online Meetings (class vote)
14	2 Dec	Presentations
15	9 Dec	Conference Day: Either no class or Presentations (Class vote)
Final Exam	16 Dec	FINAL: Document-based question and two short answer questions; pedagogy question (last final of the semester-please plan accordingly)