History 101-60: World History Pre-1500  
Lewis-Clark State College, Fall 2015

Prof. Eric Martin  
310 Spalding Hall (Office Hours: TBA.)  
Phone: (208) 792-2281  
Email: elmartin@lcsc.edu Website: www.lcsc.edu/elmartin  
For Web Courses: please use the Blackboard course mail function and website.

Course Description
This course examines the diversity of the development of humankind from the beginning of time to approximately the 14th century. We will study a variety of issues that have shaped the development of societies around the globe over the past several millennia including: the natures of the earliest human communities, the developments of the first complex societies and a wide variety of issues relevant for understanding the diversity of the social, cultural, political, and economic history of the pre-modern period. The underlying assumption of this course is that world history is a necessary conceptual tool for understanding the complexities of our interdependent and diverse world. Additionally, this course will emphasize understanding how historical conclusions are derived by providing you the opportunity to develop your own based on primary and secondary sources and comparative historical methods.

This course is based on the assumption that you have access to a computer that is connected to the internet and that you are already familiar with basic web browsing applications.

Purpose/Goals
History 101 is part the General Education Core at LCSC because it teaches skills/concepts valuable for all majors. Here is what the LCSC catalog says your Gen Ed courses are designed to do.

"General education is intended to nurture the development of literate, well-informed graduates who are competent life-long learners. This is the basis of LCSC's mission. General education "connects learning to life" by providing students with the skills, knowledge, and dispositions necessary for continued learning about their natural and social worlds, thinking clearly about them, communicating ideas about them effectively, and functioning comfortably in a variety of social institutions. These broad goals are part of all programs. The General Education Core Curriculum is the foundation for courses that students take in their major programs."

This Course is designed to help you develop the competencies stipulated by the Idaho State Board of Education for the Social and Behavioral Ways of Knowing component of the General Education Core. Upon successful completion of this course, you will be able to do the following:

i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline (history).

ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.

iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.

iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.

v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

This course is also designed to help you achieve required learning outcomes for the Diversity Component of the General
Education Core. Upon successful completion of this course, you will be able to do the following:

1. Explain the effect of culture on individual and collective human behavior and perspectives.
2. Analyze multiple perspectives and articulate how perspectives, based on other worldviews, compare to one’s own.
3. Differentiate key values, assumptions, and beliefs among diverse peoples.
4. Explain how and why sameness and difference, as constituted through intersections of social categories (e.g. racial, ethnic, religious, regional, economic, and/or gendered backgrounds) shape the human experience.
5. Assess and utilize information about human diversity from a variety of sources.

By the end of the course, you should have a demonstrable understanding of the World History to 1500. More generally, as a Social Science course, History 101 should help you to do at least some of the following:

- conduct social science research
- think analytically about social phenomena
- understand and apply social science theories, concepts, and categories
- read and analyze works dealing with social science issues
- write a clear, concise, and organized paper
- present ideas orally in a clear, concise, and organized fashion
- understand and evaluate evidence related to social issues
- demonstrate a knowledge of the history and theory of social thought
- demonstrate a knowledge of major historical periods and social trends
- demonstrate an understanding of various cultural perspectives
- comprehend the social origins and significance of the diversity of human behavior

If this is your first year in college, then your primary mission is to figure out what the General Education Core is, how it works, and why it is important enough to be a requirement for every student on campus. You should be developing an answer to the following questions. What does it mean to be a “Generally Educated” person? What is the difference between your General Education and your Major/Minor? What are the connections between your General Education and your Major/Minor? Why would your LCSC faculty insist that you receive both a General Education as well as an instruction in your Major/Minor before agreeing to bestow the term “College Graduate” upon you?

Required Readings

- Bridging World History Units 1-14 (VIDEOS ONLY)
  - There are five editions of Worlds of History Vol. 1 in circulation. This course is based on the 5th edition. It is the only edition that will work.
- Various Internet Readings and Class Handouts

Grading and Evaluation

- 30% Participation in Class Discussion Boards: Weekly/Biweekly
- 20% Exam I: The Ancient World: Sept 23, 24, 25
Your grade in this course will be based on the following, which correspond to the General Education Leaning Outcomes (GELOs) as noted in parentheses:

**Online Classroom Participation & Discussion (30% of overall grade)**
This course is heavily based on discussion and depends upon your active participation. A significant portion of your overall grade will be based on your weekly participation in our various classroom discussions over the week's assigned presentations, readings and topics. Although this course is online, we still need to maintain a system of deadlines. Pay attention to the calendar function of Blackboard indicating when discussions end. **You CAN NOT make up a missed discussion.**

There is not a "magic number" of postings that you should strive for per week, but 3 per week is a good target. Some of you will require more, others less. Keep in mind that your postings are supposed to leave no doubt that you: 1) read/viewed the material carefully 2) have made a serious attempt to understand the material 3) can use the information to contribute to answering "the question(s)" of the week. (GELO i, ii, iii, iv, v)

**Three Exams (70% of overall grade)**
Format will be multiple choice, fill in the blank, place in chronological order, and matching. (GELO i, ii, iv, v)

**Academic Honesty**: You are on your honor at all times and my presumption is that each of you is honest. However, the College does not tolerate academic dishonesty of any sort. All written work that you hand in -- discussion board postings, essays and examinations -- must be exclusively your work. In addition to receiving a failing grade in this course, expect expulsion proceedings to begin if I have to waste my time gathering the evidence to prove you submitted work that was not yours. Contact me if you are not clear on this point.

**FERPA Statement**: The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of student education records and is enforced by the U.S. Department of Education. In essence, the act states that 1) students must be permitted to inspect their own "education records" and 2) "school officials" may not disclose personally identifiable information about a student without written permission from the student. For further information on FERPA and LCSC's directory information policy, visit www.lcsc.edu/registrar or call 208-792-2223.

**Schedule**

**Part I: Introductions; What is History?; The World Before 500 BCE**

**Week One (Starts 8/24)** (Discussion Leaders -- Everyone)

Discussion Boards: Introductions/What is History? Part 1 of 4
Initial introductions to each other and the academic discipline of history based on the videos from Bridging World History Units 1 and 2.

**Week Two (Starts 8/31)** (Discussion leaders = 1. Everyone 2. Last name = A-?)

- **TWO Discussions in this week’s folder**

Discussion Boards: The World Before 500 BCE: Part 2 of 4
Human Origins and Early Human Migrations; Agriculture and the urban Revolution based on Worlds of History Ch. 1; the videos from Bridging World History Unit 3 and 4; the Becoming Human website; Carl Sagan's presentation of Evolution, and various Cave Art websites.

**Week Three (Starts 9/7)** (Discussion leaders = last name ?-Z)

Discussion Boards: The World Before 500 BCE: Part 3 of 4
The earliest urban centers. Based on Worlds of History Ch. 2.
Week Four (Starts 9/14) (Discussion leaders = last name A-?)

Discussion Boards: The World Before 500 BCE: Part 4 of 4
Various methods of creating social order based on Bridging World History UNIT 6 and Worlds of History Ch. 3

Week Five (Starts 9/21)

Exam I
Covers: Worlds of History Ch. 1, 2, 3; the videos from Bridging World History Unit 1, 2, 3, 4, 6; Becoming Human Website; Carl Sagan video on Evolution

Part II: The Classical World 500 BCE-500 CE

Week Six (Starts 9/28) (Discussion leaders = last name ?-Z)

Discussion Boards: The Classical World 500 BCE-500 CE: Part 1 of 4
Discussion focused on the historical comparison of Ancient Rome and Ancient China based on Worlds of History Ch. 4.

Week Seven (Starts 10/5) (Discussion leaders = last name A-?)

Discussion Boards: The Classical World 500 BCE-500 CE: Part 2 of 4
Discussion focused on the historical comparison of Women in the Ancient World based on Worlds of History Ch. 5.

Week Eight (Starts 10/12) (Discussion leaders = last name ?-Z)

Discussion Boards: The Classical World 500 BCE-500 CE: Part 3 of 4
Discussion focused on the development, and transformation of the great world religions based on Bridging World History UNIT 5 and Worlds of History Ch. 6.

Week Nine (Starts 10/19) (Discussion leaders = last name A-?)

Discussion Boards: The Classical World 500 BCE-500 CE: Part 4 of 4
Discussion focused on the spread of the great world religions based on Bridging World History UNIT 7 and Worlds of History Ch. 7.

Week Ten (Starts 10/26)

Exam II
Covers: Worlds of History Ch. 4,5,6,7; the videos from Bridging World History Units 5, 7

Part III: The Medieval World 500 CE - 1500CE

Week Eleven (Starts 11/2) (Discussion leaders = last name ?-Z)

Discussion Topic(s) Characteristics of the Medieval Period

Online Presentation(s): Bridging World History UNIT 8: Early Economies (Europe & Japan, China, Inka. 1000 - 1500); Bridging World History UNIT 13: Family and Household (The Confucian Family, The Early Islamic Family, The European Family. 500 BCE - 1750)

**Week Twelve (Starts 11/9)** (Discussion leaders = last name A-?)

**Discussion Topic(s) Conflicting Stories of the First Crusade**

**Primary and Secondary Sources:** Worlds of History10. The First Crusade
Online Presentation(s): Bridging World History UNIT 9: Connections Across Land (Eurasian Silk Road, Trans-Saharan Gold Road, Mesoamerican Turquoise Roads. 200 BCE - 1000 CE)

**Week Thirteen (Starts 11/16)** (Discussion leaders = last name ?-Z)

**Discussion Topic(s) The Role of "Barbarians" in World History** (Discussion leaders = last name ?-Z)

**Primary and Secondary Sources:** Worlds of History11. "Raiders of Steppe and Sea: Vikings and Mongols"
Online Presentation(s): Bridging World History UNIT 10: Connections Across Water (The Indian Ocean World, The Vikings, The Mississippians. 200 BCE- 1500); Bridging World History UNIT 11: Early Empires (The Mongol Empire, The Mali Empire, The Inka Empire. 1200 - 1500)

**Thanksgiving Break 11/23- 11/27**

**Week Fourteen (Starts 11/30)**

**Discussion Topic(s) "The Black Death"** (Discussion leaders = last name A-Z)

**Primary and Secondary Sources:** Worlds of History12. "The Black Death"
Online Presentation(s): None

**Week Fifteen (Starts 12/7)**

**Exam III**
Covers: Worlds of History Ch. 8, 9, 10, 11, 12 ; the videos from Bridging World History Units 8, 9, 10, 11, 13
Discussion Topic(s): Ecology, Technology, and Science

Primary and Secondary Sources:

Online Presentation(s): None