

**History 101-01V: World History I (Before 1500) (3 Cr.)**  
**Lewis-Clark State College, Fall 2022**  
**T/Th 9am**

**This is a Virtual Remote course. It will meet Live on Zoom 100% of the Time.**

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*Many have marked the speed with which Muad' Dib learned the necessities of Arrakis. The Ben Gesserit, of course, know the basis of this speed. For the others, we can say that Muad' Dib learned rapidly because his first training was how to learn. And the first lesson of all was the basic trust that he could learn. It is shocking to find how many people do not believe they can learn, and how many more find learning to be difficult. Muad' Dib knew that every experience carries its lesson.*

Frank Herbert, *Dune*

**Course Description (from the LCSC course catalog)**

Surveys the development of society from Paleolithic era to the Reformation. Focuses on several facets of selected cultures, such as the evolution of civilizations, religion and philosophy, rhetorical tradition, and the unfolding of world commerce.

**(The Better) Course Description**

This course examines the development of human societies from the beginning of time to approximately the fourteenth century. It takes an inquiry based approach (asking questions about the past) focused on issues that require the use of a wide-angle (global) historical lens in order to help students gain some acquaintance with the diverse social, cultural, political, and economic arrangements of the pre-modern period.

The underlying assumption of this course is that the ability to grapple with such questions about the past is a necessary conceptual tool for understanding, and functioning within, the interdependent, complex, and diverse world of the present. Additionally, this course will emphasize understanding how historical conclusions are derived by providing students the opportunity to develop their own historical interpretations based on primary and secondary sources and comparative historical methods.

**Course Format, Content Delivery Methods, and Technological Expectations**

This is a virtual remote course. Content will be delivered live, online, face-to-face, through zoom during our scheduled class times. It is based on the assumption that you have access to an operational computer that is connected to the internet and capable of streaming video. It also assumes that you have a web camera and a microphone. The expectation is that your camera will be turned on and you will be willing to interact with the class during our sessions. This course will not be recorded.

**Purpose/Goals**

History 101 is part the General Education Core at LCSC because it teaches skills, concepts, and content valuable for all majors. Here is what an older version of the LCSC catalog says your Gen Ed courses are designed to do.

General Education (also known as Core) classes are an essential part of study in any area at Lewis-Clark State College. These courses provide universal skills and knowledge contributing to success in the major programs and in employment after graduation. They also provide means for discovery of new interests and perspectives.

The Idaho State Board of Education describes the purposes of your Gen Ed courses like this:

In our rapidly-changing world, students need to understand how knowledge is generated and created. They need to adapt to new knowledge and opportunities as they arise, as well as effectively communicate and collaborate with increasing diverse communities and ways of knowing. In combination with a student's major, general education curriculum prepares students to use multiple strategies in an integrative manner, to explore, critically analyze, and creatively address real-world issues and challenges. General education course work provides graduates with an understanding of self, the physical world, the development and functioning of human society, and its cultural and artistic endeavors, as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. General Education helps instill students with the personal and civic responsibilities of good citizenship. General Education prepares graduates as adaptive, life-long learners.

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?

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

- think analytically about history
- understand and apply historical theories, concepts, and categories
- read and analyze works dealing with historical issues
- understand and evaluate historical evidence
- demonstrate a knowledge of major historical periods and social trends
- present ideas orally in a clear, concise, and organized fashion
- write a clear, concise, and organized paper

#### Required Readings

- Kevin Reilly, *The Worlds of History: A Comparative Reader, Vol. I*. 6th Edition.
  - There are seven editions of Worlds of History Vol. 1 in circulation. This course is based on the 6th edition. It is the only edition that will work.
- Various Internet Readings and Class Handouts

#### Study Guides

- PRAXIS Study Guide: [World and U.S. History Content Knowledge](#)  
(Students planning to apply for secondary education certification in the state of Idaho will need to pass the PRAXIS exam. This course covers material on that exam. This guide will help make sure you are better prepared for the exam.)

#### Additional Resources

- [How to Write an Email to Your Professor](#)

- LCSC Writing Center: located on the first floor of the library. Strongly consider making a standing weekly appointment with them. They can help you learn how to get started on, and better organize, your essays.
- The Purdue Online Writing Lab: clear guidelines for college level writing. Book mark this site; and use it frequently.
- LCSC Career & Advising Services: “mission is to advise and empower individuals as they explore educational and career options and develop skills to succeed in their career goal.”
- LCSC Student Counseling Center: “offers students the opportunity to explore personal concerns with a professionally trained counselor dedicated to helping students help themselves in a supportive and confidential environment.”

#### Grading and Evaluation

- Class Participation, Discussion, and Four Thought Pieces 20%
- Four Map Quizzes 20% (5 % each)
  - Map Quiz #1 Sept. 13
  - Map Quiz #2 Sept. 29
  - Map Quiz #3 Nov. 10
  - Map Quiz #4 Nov. 29
- Random Pop Quizzes Over Assigned Readings (20%)
- First Take Home Essay 20% Due Oct. 11
- Second Take Home Essay 20% Due Dec. 6

#### Course Requirements

**Your grade in this course will be based on the following, which correspond to the General Education Learning Outcomes (GELOs) as noted in parentheses:**

Classroom Participation, Discussion, and Four Thought pieces (20% overall): This course is heavily based on discussion and depends upon your active participation. Twenty percent of your overall grade will be based on your daily participation in our various classroom discussions over the week's assigned readings and topics. Attendance is the first step to gaining class participation points, but simply showing up is not good enough. You are expected to be in class on time, with notes, and prepared to discuss the assigned readings/topics.

Four times during the semester you will write a 500-750 word (two-three pages double spaced) "thought piece" based on the assigned reading material. These essays will focus on a question/issue that I will give you before hand and your answer will provide you something to discuss in class. Your job in these essays is to:

- 1) demonstrate that you read the material in *Worlds of History* by directly discussing at least ½ of the documents from the assigned chapter in your essay.
- 2) demonstrate that you understood the documents by going into detail with your examples.
- 3) contextualize the assigned material in *Worlds of History* with at least one reference to *Traditions and Encounters*.
- 4) demonstrate that you have thought about the material as it relates to this class and to the world around you through a sophisticated conclusion.

The care taken in creating these assignments will be reflected in the grade. I expect them to be written in a five-paragraph essay style, properly formatted and proofread. These pieces will be graded based on

thoughtfulness and clarity; there are no right or wrong answers. Each thought piece should be dated, contain a title (be creative) and a word count. **(GELOs: i, ii, iii, iv, v, 1, 2, 3, 4, 5)**

Map Quizzes **(20% overall, 5% Each)** You will take four map quizzes each worth 5% of your overall grade. **(GELOs: i, ii, iv, v)**

Random Pop Quizzes **(20% overall)**: An indeterminate number of pop quizzes will be given in the class over the assigned readings for the day from Reilly's *World of History*. These cannot be made up. Missing two of these should not be a problem for your grade. If you would like to write a "thoughtpiece" every week as insurance against missing pop quizzes, or not doing well on them, talk to me. **(GELOs: i, ii, iv, v, 1, 3, 4, 5)**

Take Home Essays **(40% overall, 20% Each)**: You will write two, four-six page (typed, double spaced) essays. Each will be worth 20% of your overall grade. You will receive a choice of topics for each essay and you will be expected to integrate the class readings, discussions and your own thoughts into a formal piece of writing on one of the topics. We will discuss the details of these essays in more detail later in the semester. **(GELOs: i, ii, iii, iv, v, 1, 2, 3, 4, 5)**

Late/Make Up Work: Assignments are due in class when I ask for them. Unexcused late papers will be marked as such and will receive a full grade deduction for being late (see previous sentence) and an additional letter grade deduction for every additional 24 late. Assignments placed under my office door will be deducted an additional grade. Essay's that do not meet the minimum length will not be accepted. Making up a map quiz requires either a prior arrangement with me, or a paperwork trail as indicated by the LCSC student handbook. Pop quizzes cannot be made up.

Attendance Policy: Excessive unexcused absences (more than two) will have a detrimental impact on your final grade at the rate of one grading increment (A, A-, B+, B, B-, C+, C, C-, D+, D, F) for every unexcused absence beyond two. It is your responsibility to make arrangements if life prevents you from turning in an assignment on time or requires you to be away from class for an extended period. **If/when you miss a day of class ask a classmate what we covered and get any notes or assignments from them.**

Grading Scale:

**A** = Reserved for those who consistently demonstrate sophisticated, content based historical thinking on paper and in class. An "A" is for folks who went far above and beyond their duties as a student of history this semester.

**B** = Reserved for those who often demonstrate sophisticated, content based historical thinking on paper and in class. A "B" is for students who went above and beyond their duties as a student of history this semester.

**C** = You did what I asked and you did a decent job of it. A "C" is an honorable grade and I hope to see you in HIST 102, because a "C" in this class means you read, wrote, and thought about history for a significant portion of the semester.

**D** = You either didn't do all I asked or you didn't do a very good job of it. But, you have met enough of the minimum requirements for this course that it should fulfill one of the requirements for your Gen. Ed. Core.

**F** = You did not meet the minimum requirements (outlined in this document) to receive college level credit for this course. We probably don't need to dwell on what may have gone into earning this grade.

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 – pop quizzes, essays, and examinations -- must be exclusively your work. If any work you submit is discovered not to be your original creation, however small it may seem, you will receive a zero on the assignment and possibly a failing grade in this course. Expect the maximum penalty as described in the LCSC Student Handbook if I have to waste my time gathering evidence to prove you submitted work that you did not write as your own. Contact me if you are not clear on this point.

Children in my classroom: LCSC does not have an official policy on children in the classroom; here is mine. You are welcome to bring your kid to my class on occasion as long as:

- **You have attempted to make alternative arrangements** for your kid and bringing them to class is a last resort effort to avoid missing class. I get it; day care is expensive and sometimes grandma/pa falls through. But your kid should probably not come to class on a regular basis. Infants still breastfeeding might be an exception to this.
- **Your kid is not disruptive** to other people's learning. I am not talking about complete silence. Babies make some noise and kids want to ask questions. The occasional murmur/racket is to be expected. But meltdowns need to be escorted out the door so the rest of us can focus. If you do bring your kid to class, consider sitting near the door if you think you might have to make a quick exit. And don't forget those of us without infants are not as accustomed to simply tuning them out as you may be. If you don't know whether you should exit, look in my direction, I'll tell you.
- **Your child is not sick.** If your child is too sick to go to their own school, they are probably too sick to come to your school. Don't get the rest of us sick.

The above is my personal policy, not institutional policy. As long as the above criteria are met you are welcome to bring your child to my class without notice. But you should have a direct conversation with your other professors before bringing your kid to their classes. And some classes, a chemistry lab for example, probably should not have kids in it at all.

A few matters of courtesy I ask of you.

- Be situated a ready to engage as soon as class begins.
- Don't arrive a few minutes late or leave during class on a regular basis.
- Turn you video on.
- Mute your phone.
- Refrain from multitasking while we meet.
- Listen when someone else is talking.

### Schedule

Due to the nature of this course **this schedule will be revised as needed.** Although some thought pieces are optional, the readings they cover are required -- expect to be called on and asked direct questions about the required readings for the day.

Week One 8/23-8/25 (Att. Ver. #1)

**Discussion Topic(s): (T) Introductions to Each Other and the Format (TH)  
Introductions to the Course and Assignments**

Week Two 8/30-9/1 (Att. Ver. #2)

**Discussion Topic(s): (T): What is History?; The Origins of the Universe; (TH): Early Hominid Development;**

**Assignment(s): (Due T)** TYPE a 250 word answer to the question, Why Study History? THEN, read your assignment. Take note of the areas of overlap between your answer and the readings. Also take note of the areas you mention that the readings do not discuss as well as the areas the readings discuss that you do not mention.

If you understand how to begin this assignment read no further. If you are having trouble getting started, spend a few moments reflecting on the role the study of history plays/should play in one's education. If the past is over, why bother examining it? What do you hope to learn as a student of history?

**Readings: Why Study History? By Peter Stearns** (See assignment above before reading)

Week Three 9/6-9/8

**Discussion Topic(s): "Prehistory and the Origins of Patriarchy"; "The Urban Revolution and 'Civilization'"**

**Readings: (Due Th)** *Worlds of History* Reilly, 1. Prehistory and the Origins of Patriarchy

**Assignment(s): (Due Th):** For your 500-750 word TYPED thought piece, answer the following question.

1. Do the primary and secondary source readings for the week support the idea that patriarchy has always existed? Or do they suggest that patriarchy began at a particular point in time?

Your job in this essay is to:

- 1) demonstrate that you read the material by directly discussing at least ½ of the documents in the assigned chapter.
- 2) demonstrate that you understood the assigned material by going into detail with your examples.
- 3) demonstrate that you have thought about the material as it relates to this class and to the world around you.

**Readings: (TH) TBA**

Week Four 9/13-9/15

**Discussion Topic(s): (T) Harappan Society; (TH) *Worlds of History* 3. Identity in Caste and Territorial Societies (Doc. 1-5)**

**Assignment(s): Assignment(s) : Map Quiz #1 (T)**

**Readings: (TH)**

Week Five 9/20-9/22

**(T) *Worlds of History* 3. Identity in Caste and Territorial Societies (Doc. 1-5)**

**(TH) *Worlds of History* 3. Identity in Caste and Territorial Societies (Doc. 6-8)**

**Assignment(s): (Due TH ) Select one of the following topics for your 500-750 word TYPED thought piece.**

Were the ancient Greek and Indian empires more alike or more different? Explain the significance of your conclusion.

Your job in this essay is to:

- 1) demonstrate that you read the material by directly discussing at least ½ of the documents in the assigned chapter.
- 2) demonstrate that you understood the assigned material by going into detail with your examples.
- 3) demonstrate that you have thought about the material as it relates to this class and to the world around you.

Week Six 9/27-9/29

**(T) *Worlds of History*: 4 Classical Civilization and Empires (Doc. 1-5) AND (Doc. 6-9)**

**(TH) Map Quiz #2 ; First Formal Essay Discussion**

Week Seven 10/4-10/6 (**Oct. 6 LCSC Career Fair**)

**(T) *Worlds of History* Ch. 5: Women in Classical Societies (Doc. ALL)**

**(TH) 1,000 Word TYPED draft of first formal essay; Required Peer Review**

Week Eight 10/11-10/13

**(T) First Formal Essay Due**

**(TH) On your own: Video: *Islam Empire of Faith* Part 1 (of 3)**



Week Nine 10/18-10/20

(T) *Worlds of History* 6. Tribal to Universal Religion (Doc.: 1-4); Ch. 7 Doc. 4

(TH) *Worlds of History* 6. Tribal to Universal Religion (Doc.:5-8) Ch. 7 Doc. 2

[Note to self: I cut Ch. 7 and 8]

Week Ten 10/25 - 10/27

(T) *Worlds of History* 10. The First Crusade

(TH) *Worlds of History* 11. Raiders of Steppe and Sea (Doc. 1)

Week Eleven 11/1-11/3 [Guzman takes almost a full day; Vikings a full day, and Mongols a Full Day]

**Discussion Topic(s) The Role of "Barbarians" in World History**

(T) *Worlds of History* 11. Raiders of Steppe and Sea (Doc. 2-4)

(TH) *Worlds of History* 11. Raiders of Steppe and Sea (Doc. 5-8)

**Assignment(s): (Th)** Use Guzman, the Viking and the Mongol primary sources to write a 500-750 word thought piece that assesses whether “Barbarians” were a positive or negative factor in Ancient and Medieval History. How did some of the fundamental values, assumptions, and beliefs held by “Barbarian” groups differ from “Civilized” societies? Conclude your essay with a statement on the issue of developing historical understanding from primary sources with moral judgment. Also, what does this information tell you about human diversity?

Your job in this essay is to:

- 1) demonstrate that you read the material by directly discussing at least ½ of the documents in the assigned chapter.
- 2) demonstrate that you understood the assigned material by going into detail with your examples.
- 3) demonstrate that you have thought about the material as it relates to this class and to the world around you.

Week Twelve 11/8-11/10

(T): Catching up: The Mongols Ch. 11 Doc 5-8

(TH) **Map Quiz #3;**

Week Thirteen 11/15-11/17

(T) Ch. 12 (Doc. 1-3)  
(TH) Ch. 12 (Doc. 4-6);

**Assignment(s): (TH)** How does the material in Ch. 12 shed any light on the current COVID 19 pandemic?

Type a 500-750 word thought piece that address the issue.

Do not make this harder than it needs to be. We are currently involved in a pandemic of historic consequence. How does examining a previous pandemic of historic consequence help contextualize what we are living through?

Your job in this essay is to:

- 1) demonstrate that you read the material by directly discussing at least ½ of the documents in the assigned chapter.
- 2) demonstrate that you understood the assigned material by going into detail with your examples.
- 3) demonstrate that you have thought about the material as it relates to this class and to the world around you.

**Thanksgiving Break 11/21 - 11/25**

Week Fourteen 11/29--12/1

**Discussion Topic(s): Writing an Argumentative Essay (that has a thesis, supporting evidence, and historical analysis)**

**Assignment(s): (T) Map Quiz #4 (TH) 1,000 Word TYPED draft of second formal essay**

Week Fifteen 12/6-12/8

**Assignment(s): (T) Second Formal Essay Due**