

**History 101-60, 61: World History I (Before 1500) (3 Cr.)  
Lewis-Clark State College, Fall 2022**

**This is an asynchronous online course. There are no meeting times, but there are weekly deadlines.**

Prof. Eric Martin  
Email: **Please use “Inbox” function within Canvas**  
Phone: (208) 792-2281  
Office: 315 Spalding Hall  
Virtual Office: Zoom Room 617 792 2281  
Office Hours: T/W/Th 10:30-11:30 and by appointment.

*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 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.

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

This is an asynchronous (no specific class meeting times), fully online course. 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 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**

- 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 Videos, Readings and Class Handouts

### **Reference/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

- 30% Participation in Class Discussion Boards: **Weekly/Biweekly**
- 20% Exam I: The Ancient World: **Sept 21, 22, 23**
- 25% Exam II: The Classical World: **Oct. 16, 27, 28**
- 25% Exam III: The Medieval World: **Dec. 7, 8, 9**

#### **Your grade in this course will be based on the following, which correspond to the General Education Learning 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)**

**Late/Make Up Work:** Discussion and Exams are due by the dates indicated. Put them in your calendar and plan accordingly. I am generally opposed to accepting/encouraging late work; but things happen. If things happen to you, keep me in the loop and we will see if we can work something out.

**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. 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.

## Schedule

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

Week One (Starts 8/22) (Discussion Leaders -- Everyone)

**Discussion Boards: Introductions/What is History? Part 1 of 4**

Initial introductions to each other and the academic discipline of history.

Week Two (Starts 8/29) (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 Becoming Human website; Carl Sagan's presentation of Evolution, and various Cave Art websites.

Week Three (Starts 9/5) (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 9/12) (Discussion leaders = last name A-?)

**Discussion Boards: The World Before 500 BCE: Part 4 of 4**

Various methods of creating social order based on *Worlds of History* Ch. 3

Week Five (Starts 9/21)

**Exam I**

Covers: *Worlds of History* Ch. 1, 2, 3; Becoming Human Website; Carl Sagan video on Evolution

### Part II: The Classical World 500 BCE-500 CE

Week Six (Starts 9/26) (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 10/3) (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 10/10) (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 *Worlds of History* Ch. 6.

Week Nine (Starts 10/17) (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 *Worlds of History* Ch. 7.

Week Ten (Starts 10/24)

**Exam II**

Covers: *Worlds of History* Ch. 4,5,6,7

**Part III: The Medieval World 500 CE - 1500CE**

Week Eleven (Starts 10/31) (Discussion leaders = last name ?-Z)

**Discussion Boards: Characteristics of the Medieval Period**

Discussion focused on *Worlds of History* 8. Medieval Civilizations *Worlds of History* 9. Love and Marriage

Week Twelve (Starts 11/7) (Discussion leaders = last name A-?)

**Discussion Boards: Conflicting Stories of the First Crusade**

Discussion focused on *Worlds of History* 10. The First Crusade

Week Thirteen (Starts 11/14) (Discussion leaders = last name ?-Z) (Advance Registration for Spring Begins)

**Discussion Boards: The Role of "Barbarians" in World History**

Discussion focused on *Worlds of History* 11. "Raiders of Steppe and Sea: Vikings and Mongols"

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

Week Fourteen (Starts 11/28) (Discussion leaders = EVERYONE)

**Discussion Boards "The Black Death"**

Discussion focused on *Worlds of History* 12. "The Black Death"

Week Fifteen (Starts 12/5)

**Exam III**

Covers: *Worlds of History* Ch. 8, 9, 10, 11, 12 ;