Course Number/Title: HI 104 World Civilization to 1600 Term/Year: Late Fall 2017

Credit Hours: 3

Department: Social Science

Prerequisite: None


Instructor Email: chris.price@colbycc.edu

CCC MISSION

*Challenge* students to adapt to a diverse society. *Create* opportunities for student growth. *Connect* student learning with professional experiences.

RATIONALE

In this course, students will be introduced to the major civilizations that have impacted world history, beginning with the earliest civilizations in the Fertile Crescent, India, and China. This course fulfills the General Education requirement for all academic majors.

COURSE DESCRIPTION

This course is a survey of the major civilizations of the world from the first developed societies of Mesopotamia (3500 B.C.) through the European conquest of the “New World” in the 1500s. This course will enable the student to explore the principle themes of the course centering on interactions of religion, knowledge, and political power within European, African, and Asian civilizations and the dynamics of cultural exchange and conflict among them.

COURSE REQUIREMENTS/TIMELINE

Students will need to complete 12 quizzes, a course introduction, a discussion board on *The Epic of Gilgamesh*, 4 additional discussion boards, and a research proposal.

This course will cover the following eras and areas of world history:

The ancient world and the earliest civilizations in Africa, the Near East, and Asia

Political, cultural, and religious developments in the classical civilizations of Greece, Rome, Persia, and China

The rise of Christianity and Buddhism

The development of civilizations in the Americas and Africa

The importance of the Silk Roads in Eurasian history
The rise of Islam and Islamic conquests
The rise and influence of the steppe peoples (Mongols and Turks)
The Age of Exploration

COURSE LEARNING OBJECTIVES

The learning objectives and competencies detailed below meet or exceed the learning outcomes and competencies specified by the Kansas Core Competency Project for this course, as sanctioned by the Kansas Board of Regents.

COURSE OBJECTIVES AND COMPETENCIES

Students should be able to demonstrate historical literacy through the following skills and competencies:

Objective 1: Utilize the basic tools of the craft of history

Competencies: Upon completion of this unit, students will:

- navigate library and other information systems and search processes.
- Prioritize, analyze and synthesize historical materials and ideas.
- Write and communicate clearly.

Objective 2: Demonstrate an understanding of chronology and change over time.

Competencies: Upon completion of this unit, students will:

- Demonstrate the ability to place people and events in the proper chronology
- Analyze the various changes that have occurred within cultures to 1600

Objective 3: Comprehend various historical perspectives and the historian’s craft.

Competencies: Upon completion of this unit, students will:

Through clear communication, students should demonstrate an understanding and be able to analyze and synthesize at least three of the following historical lenses:

- Arts and literature
- Cultural identity
- Diffusions and encounters
- Economics
- Environment
• Ethnicity and race
• Gender
• Global thinking
• Influential individuals and ideas of leadership
• Intellectual culture
• Material culture
• Military developments
• Politics
• Religions
• Social constructs
• Scientific/technological developments

Origins and Characteristics of Prehistory

Relative to tracing and evaluating the origins and characteristics of prehistory, students will do the following:

• Identify stages of human evolution.
• Analyze the characteristics of Paleolithic societies.
• Evaluate the impacts of the Neolithic transformation/revolution.

Origins and Characteristics of the Earliest Major Civilizations

Students will trace and evaluate the origins and characteristics of the earliest major civilizations, including the following:

• Mesopotamia
• Egypt
• Indus Valley
• China
• Sub-Saharan Africa
• Americas

Significant Political, Social, Economic, Religious, and Cultural Developments of the Ancient and Classical World

Students will describe and analyze the significant political, social, economic, religious, and cultural developments of the ancient and classical worlds, including the following:
• China
• Greece
• India
• Persia
• Hellenistic World
• Rome
• Americas
• Asia

Significant Political, Social, Economic, Religious, and Cultural Developments of the Post-Classical Civilizations

Students will describe and analyze the significant political, social, economic, religious, and cultural transformations, developments, and contributions of the post-classical civilizations, including the following:

• Transformation of the Roman world and development of post-Roman societies.

• Development of Byzantium and Christian Europe.

• Development and spread of Islam.

• Development and contribution of Southeast Asian cultures.

• Development and contribution of the Indian subcontinent.

• Development and contributions of Eurasian trade networks.

Significant Political, Social, Economic, Religious, and Cultural Developments of the Nomadic Societies

Students will describe and analyze the significant political, social, economic, religious, and cultural developments of the Nomadic societies, including the following:

Characteristics of nomadic societies.

Impacts of Nomads on the development of civilizations.

Significant Political, Social, Economic, Religious, and Cultural Developments of Sub-Saharan Africa, the Americas, and Oceania

Students will describe and analyze the significant political, social, economic, religious, and cultural developments of the Sub-Saharan Africa, the Americas, and Oceania between 1000 and 1500 C.E., including the following:

• Characteristics of Sub-Saharan Africa, the Americas, and Oceania.
• Impacts of Sub-Saharan Africa, the Americas, and Oceania on world cultures.

Significant Political, Social, Economic, Religious, and Cultural Developments of Medieval European Civilizations

Students will describe and analyze the significant political, social, economic, religious, and cultural developments of medieval European civilizations, including the following:

• Characteristics of medieval European civilizations.

• Interactions between Western Europe and the Islamic world.

• Interactions between Western Europe, Sub-Saharan Africa, and South and East Asia.

Significant Political, Social, Economic, Religious, and Cultural Developments of Global Integrations

Students will describe and analyze the significant political, social, economic, religious, and cultural developments of global integrations, including the following:

• Shaping of the Mongol Empire and its impact.

• Bantu migration and its impact.

• Development of trade networks.

• European voyages of exploration.

• Formation and consequences of European colonization.

• Impacts of global interactions on world societies.

• Transformations of coercive labor systems, including serfdom and slavery.

• Similarities between Atlantic Basin and Indian Basin trade systems.
COURSE LEARNING OBJECTIVES

The learning objectives and competencies detailed below meet or exceed the learning outcomes and competencies specified by the Kansas Core Competency Project for this course, as sanctioned by the Kansas Board of Regents.

COURSE OBJECTIVES AND COMPETENCIES

Objective 1: Demonstrate an understanding for knowledge based business math fundamentals

Competencies: Upon completion of this unit, students will:
(List competencies).

Objective 2: Apply business math fundamentals to various business applications

Competencies: Upon completion of this unit, students will:
(List competencies).

Objective 3: Apply business math fundamentals to various personal applications

Competencies: Upon completion of this unit, students will:
(List competencies).

ASSIGNMENT AND TEST POLICY: When you first view your class, look over class requirements, assignments, and other class content to ensure that you wish to remain in the class. If you decide to drop the class, do NOT post in Canvas at all, as that counts as attendance per college policy, and you would be charged a portion of tuition for dropping after attending/posting.

NETIQUETTE POLICY: This is a professional educational environment, and your emails should reflect that. Consequently, you should remember to type your first and last name at the close of every email so I know who I am replying to.

When posting on the Discussion Board in your online class, you should:
• Make posts that are on topic and within the scope of the course material
• Take your posts seriously and review and edit your posts before sending
• Be as brief as possible while still making a thorough comment
• Always give proper credit when referencing or quoting another source
• Be sure to read all messages in a thread before replying
• Don’t repeat someone else’s post without adding something of your own to it
• Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point
• Always be respectful of others’ opinions even when they differ from your own
• When you disagree with someone, you should express your differing opinion in a respectful non-critical way
• Do not make personal or insulting remarks
• Be open-minded

METHOD OF EVALUATION:

Students will be evaluated in a variety of ways in this course. There will be 12 quizzes for each of the twelve chapters in the course text. These quizzes will each have 10 questions that will add up to 120 total points. The quizzes will be broken into modules, and will be available on the following dates and cover the associated chapters: Module 1 (Chapters 1 and 2), December 15-December 22, Module 2 (Chapters 3-6), December 22-December 28, Module 3 (Chapters 7-12), December 29-January 5.

Students will need to complete a discussion board related to *The Epic of Gilgamesh* during week 2 of the course. This will be December 28. This discussion board will account for 30 points.

There will be four online discussion boards, one to introduce yourself to the class, and one for each of the three modules. I will pose a question, and you will be expected to compose a thoughtful response of 200-300 words. You will also need to respond to at least two of the posts that are submitted by your fellow classmates with a thoughtful reply of approximately 75-100 words (or more). The first DB will count for 10 points, and other three will count for 30 points (100 points total). The introductory DB will be due by Monday, December 18. The other due dates will be on Fridays: December 22, December 29, and January 5.

The final project will consist of each student’s composition of a research proposal on some topic of his or her choosing that is related to world history to 1600. Students should consult with the instructor regarding their proposed topic. The research proposal should include the topic chosen, a hypothesis or preliminary thesis statement, a brief one- or two-paragraph overview of why this study would be of importance, and a short bibliography of at least eight sources (at least three of which must be primary) that could be utilized in researching this topic. The final project should be typed up and submitted to the drop box by January 4. This assignment will be worth 50 points.

GRADING SCALE

270-300 points (90%) A
240-269 points (80%) B
210-239 points (70%) C
180-209 points (60%) D
<180 points (<60%) F

ACADEMIC INTEGRITY POLICY:
Colby Community College defines academic integrity as learning that leads to the development of knowledge and/or skills without any form of cheating or plagiarism. This learning requires respect for Colby’s institutional values of quality, service and integrity. All Colby Community College students, faculty, staff, and administrators are responsible for upholding academic integrity.

*Cheating* is giving, receiving, or using unauthorized help on individual and group academic exercises such as papers, quizzes, tests, and presentations through any delivery system in any
learning environment. This includes impersonating another student, sharing content without authorization, fabricating data, and altering academic documents, including records, with or without the use of personal and college electronic devices.

**Plagiarism** is representing or turning in someone else’s work without proper citation of the source. This includes unacknowledged paraphrase, quotation, or complete use of someone else’s work in any form. It also includes citing work that is not used and taking credit for a group project without contributing to it.

The following procedure will be used for students who violate the policy for the Academic Integrity Policy begins with the notification of the first infraction and continues throughout the student’s tenure at Colby Community College:

- **First Offense** – Student will receive a zero for the assignment and the student will be reported to the Vice President of Academic Affairs.
- **Second Offense** – The student will receive a failing grade in the class and be reported to the Vice President of Academic Affairs and removed from the class in which the offense occurred.
- **Third Offense** – The student will be reported to the Vice President of Academic Affairs and dismissed from the college.

Any questions about this policy may be referred to the Vice President of Academic Affairs.

**ASSESSMENT:**

Colby Community College assesses student learning at several levels: general education, program, and course. The goal of these assessment activities is to improve student learning. As a student in this course, you will participate in various assessment activities. An example of your work, a paper, some test questions, a presentation, or other work may be selected for assessment. This process will not affect your grade, will not require you do additional work and your evaluation will be confidentially handled. Results of these activities will be used to improve teaching and learning at Colby Community College.

**SYLLABUS INFORMATION DISCLAIMER**

I reserve the right to change any information contained in this document, when necessary, with adequate notice given to the student. Notice shall be given in the classroom during class. No other notice is required. It is the students’ responsibility to stay current with any changes, modifications, adjustments or amendments that are made to this document.

Students should adhere to the attendance, cell phone, assignment, test and grading policies in the course syllabus.

**TECH SUPPORT INFORMATION**

Canvas Support Hotline
855-691-5024
You can access Canvas Support information by selecting the help button on the left hand menu.
Colby Community College Support
support@colbycc.edu

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

According to the Americans Disabilities Act, it is the responsibility of each student with a disability to notify the college of his/her disability and to request accommodation. If a member of the class
has a documented learning disability or a physical disability and needs special accommodations, he/she should contact Student Support Services, which is located in the Student Union.

NOTICE OF NON-DISCRIMINATION
Colby Community College provides equality of opportunity to its applicants for admission, enrolled students, graduates, and employees. The College does not discriminate with respect to hiring, continuation of employment, promotion, tenure, other employment practices, application for admission or career services and placement on the basis of race, color, gender, age, disability, national origin or ancestry, sexual orientation or religion. For inquiries regarding the nondiscrimination policies, contact the Vice President of Students Affairs, Title IX and ADA Coordinator, Colby Community College, 1255 S. Range Ave., Colby, KS 67701 (785) 460-5490).

ACCREDITATION
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