

UPPER IOWA UNIVERSITY EXTERNAL DEGREE PROGRAM

HIST 100-07 WORLD CIVILIZATION I

Please read this introduction carefully before starting the course and refer to it for guidance as you proceed through the course.

COURSE DESCRIPTION:

This course provides a broad overview of world history, beginning with the development of agriculture in Neolithic times and ending with the Protestant Reformation in the 16th century. Major topics include ancient civilizations of Mesopotamia, Egypt, Indus Valley and Yellow River Valley; classical Greece; Roman Empire; development of Hinduism, Judaism, Buddhism, Confucianism, Taoism, Christianity and Islam; China and Japan through the 16th century; feudal Europe; the Renaissance; African societies; and pre-Columbian America and Reformation. Three semester credits.

COURSE OBJECTIVES:

Upon completion of this course, a student will be able to

1. Explain the processes that contributed to the emergence of agricultural societies around the world.
2. Recall the major characteristics of civilization and the development of civilizations in Mesopotamia, Egypt, the Indus Valley, and the Yellow River in China.
3. Explain how agrarian societies spread and new states emerged in the 3rd and 2nd millennium BCE.
4. Recall how Aegean civilization emerged and how interrelations developed among peoples of the Eastern Mediterranean and Southwest Asia from 600 to 200 BCE.
5. Explain how major religious and large-scale empires arose in the Mediterranean Basin, China, and India from 500 BCE to 300 CE.
6. Recognize how early agrarian civilizations arose in Mesoamerica.
7. Explain the Imperial crises and their aftermath in various regions from 300 to 700 CE.
8. Identify the causes and consequences of the development of Islamic civilization between the 7th and 10th centuries.
9. Recall the major developments in East Asia in the era of the Tang Dynasty from 600 to 900 CE.
10. Identify the political, social, and cultural redefinitions in Europe from 500 to 1000 CE.
11. Explain state-building in the Northeast and West Africa.
12. Explain the rise of centers of civilization in Mesoamerica and Andean South America in the 1st millennium CE.
13. Identify the maturation of an interregional system of communication, trade, and cultural exchange during a period of Chinese economic poser and Islamic expansion and the redefinition of European society and culture from 1000 to 1300 CE.
14. Explain the rise of the Mongol Empire and its consequences for Eurasian peoples from 1200 to 1350.

15. Recognize the growth of states, towns, and trade in Sub-Saharan Africa between the 11th and 15th centuries.
16. Explain patterns of crisis and recovery in Afro-Eurasia between 300 and 1450.
17. Explain the expansion of states and civilizations in the Americas between 1000 and 1500
18. Explain how European society experienced political, economic, and cultural transformations in an age of global intercommunication between 1450 and 1750.

GENERAL EDUCATION TASKS:

1. In this course a student will complete the following general education task for behavioral sciences:

Use a theory or set of concepts to analyze a feature or consequence of a social institution, an interpersonal process, or an intra-personal state. A student will complete this task either in each of two separate disciplines or in sequence within a single discipline.

Behavioral Sciences General Education Task Essay Assignment

Compare Athenian democracy with the Roman republic. What influence have these ancient political systems had on the United States of America.

Prepare an essay of 500 to 750 words in length and typed using a 12 point typeface. The essay will be graded using UIU's standard grading criteria (see the grading system criteria found later in this syllabus).

2. In this course a student will complete the following general education task for history:

Explain the historical basis and context of a defined contemporary social or political problem or phenomenon.

History General Education Task Essay Assignment

Drawing upon examples from world history, characterize Christian-Muslim relations prior to 1700 C.E. as tolerant or intolerant. How does this historical perspective help us understand current Christian-Muslim relations?

Prepare an essay of 500 to 750 words in length and typed using a 12 point typeface. The essay will be graded using UIU's standard grading criteria (see the grading system criteria found later in this syllabus).

REQUIRED COURSE MATERIALS:

1. Syllabus
2. Textbook: *World Civilizations: Volume I: To 1700*, 4th Edition, by Philip J. Adler and Randall L. Pouwels (Belmont, CA: Thomson Wadsworth, 2006) ISBN-10: 0534599346

It is vital that you have this particular edition of the textbook. Do not attempt to complete this course using a different edition.

You may purchase your textbook through MBS Direct by calling their toll free number at: 800-325-3252 or through the UIU homepage: www.uiu.edu. Click on the link for current students then select order textbooks from the options in the left hand column. Follow the link and select External Degree for your location.

WRITING PROFICIENCY:

It is recommended that all papers and research are done in the APA style. We expect appropriate writing skills of proper grammar, punctuation, sentence structure, paragraph development, and logical sequence of thought in all written work, and exams.

It is recommended that all students purchase the APA guide/manual listed on the UIU website. *Publication Manual of the American Psychological Association*. \$27.00 new.

CITATION:

Encyclopedias of any kind, including the very popular Wikipedia, are not primary sources and should not be cited or used in constructing academic papers at the graduate or undergraduate level. They can, however, be useful to help gather some background information and to point the way to more reliable sources.

COURSE OVERVIEW:

Students taking World Civilization I will complete the following:

1. Read chapters 1 - 8 (Unit I of the course) in the textbook and answer the syllabus questions for these chapters. An answer sheet is included.
2. Submit the answers for Unit I for grading (see the section "SUBMITTING YOUR WORK FOR GRADING"). Please attach an assignment cover sheet if you are submitting your answers by mail or by fax. Assignment cover sheets are included in this syllabus. Refer to specific instructions included in the syllabus for submitting your lessons via e-mail.
3. Read chapters 9 - 15 (Unit II of the course) in the textbook and answer the syllabus questions for these chapters. An answer sheet is included.
4. Submit the answers for Unit II for grading (see the section "SUBMITTING YOUR WORK FOR GRADING"). At the same time, submit the Behavioral Sciences General Education Task Essay for grading. Please attach an assignment cover sheet if you are submitting your answers by mail or by fax. At the time of submission, the first examination may be requested. Examination request forms are included in this syllabus. Refer to specific instructions included in the syllabus for submitting your lessons via e-mail.
5. Take the First Examination on Units I and II (chapters 1 –15).

6. Read chapters 16 - 22 (Unit III of the course) in the textbook and answer the syllabus questions for these chapters. An answer sheet is included.
7. Submit the answers for Unit III for grading (see the section "SUBMITTING YOUR WORK FOR GRADING"). Please attach an assignment cover sheet if you are submitting your answers by mail or by fax. Refer to specific instructions included in the syllabus for submitting your lessons via e-mail.
8. Read chapters 23 - 30 (Unit IV of the course) in the textbook and answer the syllabus questions for these chapters. An answer sheet is included.
9. Submit the answers for Unit IV for grading (see the section "SUBMITTING YOUR WORK FOR GRADING"). At the same time, submit the History General Education Task Essay for grading. Please attach an assignment cover sheet if you are submitting your answers by mail or by fax. At the time of submission, the second examination may be requested. Refer to specific instructions included in the syllabus for submitting your lessons via e-mail.
10. Take the Second Examination on Units III, and IV (chapters 16 - 30).

COURSE FORMAT:

Unit I (eight chapters)

1. Prehistory.
2. Mesopotamia.
3. Egypt.
4. Warriors and Deities in the Near East: Persians and Jews.
5. India's Beginnings.
6. Ancient China to 500 B.C.E.
7. The Greek Adventure.
8. Hellenic Culture.

Unit II (seven chapters)

9. Hellenistic Civilization.
10. Rome: City-State to Empire.
11. Imperial Decline and the Birth of Christian Europe.
12. The Americas Before Columbus.
13. Africa from Kush to the Fifteenth Century.
14. Islam.
15. Mature Islamic Society and Institutions.

Midterm Examination (Units I and II)

Unit III (seven chapters)

16. Indian Civilization in Its Golden Age.
17. Empire of the Middle: China to the Mongol Conquest.
18. Japan and Southeast Asia.

19. The European Middle Ages.
20. Late Medieval Troubles.
21. The European Renaissance.
22. The Mongol Intrusion.

Unit IV (eight chapters)

23. A Larger World Opens.
24. The Protestant Reformation.
25. Foundations of the European States.
26. Eastern European Empires.
27. The Rise and Fall of the Muslim Empires.
28. China from the Ming Through the Early Qing Dynasty.
29. Japan and Colonial Southeast Asia.
30. From Conquest to Colonies in Hispanic America.

General Education Task Essay

Final Examination (Units III and IV)

STUDY UNIT INFORMATION:

I suggest this approach for success in this course:

1. Familiarize yourself with the chapter questions for this chapter.
2. Read the chapter.
3. Answer the questions.

For the short answer questions, try to provide three or four complete sentences for each question. Answer all parts of a question. Partial answers receive partial credit. Do not simply copy from the textbook. Put the answer into your own words.

If you have concerns about the length of your answers, err on the side of providing too much information. I will not penalize you for providing too much information.

While it is helpful if you type your answers, it is not necessary. Just remember to keep your handwriting neat and legible. However, the General Education Task Essay must be typed.

EXAMINATION INFORMATION:

There are two proctored examinations: a first examination covering the first two study units and a second examination covering material from the last two study units.

Each examination consists of a combination of multiple choice and short answer questions selected from the study unit questions. The midterm examination consists of 100 multiple choice questions and 10 short answer questions. You have THREE hours to complete the MIDTERM examination. The final examination consists of 100 multiple choice questions and 10 short

answer questions. You have THREE hours to complete the FINAL examination. The final exam only covers Units 3 and 4. It does NOT cover Units 1 and 2.

NO MATERIALS (textbook, syllabus, graded study unit answers, notes, etc.) MAY BE USED DURING THE EXAMINATION.

The best way to prepare for these examinations is to review the textbook material and especially study your graded answers of the unit assignments. Examination questions are taken from the set of questions found in the study units.

Examination request forms are included in this syllabus.

NOTE: In order to pass this course, you must get a passing grade (“D” or better), on at least one of the exams and have enough cumulative points to earn a passing grade.

SUBMITTING YOUR WORK FOR GRADING:

For this particular course you may submit your completed units for grading by one of three methods:

Method 1: Mail your work (Be sure to attach an assignment cover sheet.)

Address:

External Degree Program
Upper Iowa University
P.O. Box 1861
Fayette, IA 52142-1861

Method 2: Fax your work. (Be sure to attach an assignment cover sheet.)

Fax number: (563) 425-5353

Method 3: E-mail your work. (Be sure to include in your e-mail message the information normally contained on an assignment cover sheet. **Do NOT include your social security number.**

E-mail address: kunzej@uiu.edu

(If you choose this method, I will e-mail you a reply when I receive your submission, and I will e-mail you the material when graded.)

COMPOSITION OF GRADE:

Study Unit One (chapters 1 - 8)

160 multiple choice questions @ 1 point = 160 points

16 short answer questions @ 3 points = 48 points

Study Unit One Total Points 208 points

Study Unit Two (chapters 9 - 15)

140 multiple choice questions @ 1 point = 140 points

14 short answer questions @ 3 points = 42 points
General Education Task Essay = 100 points
Study Unit Two Total Points 282 points

Midterm Examination (Units One and Two)

100 multiple choice questions @ 3 points = 300 points
10 short answer questions @ 9 points = 90 points
Mid-Term Exam Total Points 390 points

Study Unit Three (chapters 16 - 22)

140 multiple choice questions @ 1 point = 140 points
14 short answer questions @ 3 points = 42 points
Study Unit Two Total Points 182 points

Study Unit Four (chapters 23-30)

160 multiple choice questions @ 1 point = 160 points
16 short answer questions @ 3 points = 48 points
General Education Task Essay = 100 points
Study Unit Four Total Points 308 points

Final Examination

100 multiple choice questions @ 3 points = 300 points
10 short answer questions @ 9 points = 90 points
Final Exam Total Points 390 points

TOTAL POINTS FOR ENTIRE COURSE 1760 points

Your grade will be determined in accordance with the scale below:

1760 - 1584 points = A = 100 - 90%
1583 - 1408 points = B = 89 - 80%
1407 - 1232 points = C = 79 - 70%
1231 - 1056 points = D = 69 - 60%
1055 - below = F = 59 % - below

GRADING SYSTEM

Upper Iowa University uses a standard grading system:

A = All work is excellent, shows exceptional understanding of materials; logical, clear, and insightful written and oral work, incorporates knowledge from other sources and moves easily to the next level of understanding, works well beyond minimum requirements.

B = Understanding of material is good to very good, demonstrates good grasp of material, good oral and written skills, produces more than the minimum requirements, quality of all work is high.

C = Satisfactory understanding of the material, submits only the minimum requirements, communicates adequately in oral and written formats, displays an adequate understanding of all basic concepts.

D = Quality and quantity written and oral work is below average and barely acceptable.

F = Quality and quantity written and oral work is unacceptable.

CHEATING, ACADEMIC DISHONESTY AND PLAGIARISM:

Because cheating, academic dishonesty and plagiarism are affronts to the University community as a whole and a denial of the offender's own integrity, they will not be tolerated.

Cheating includes but is not limited to:

- the use of unauthorized books, notes or other sources in the giving or securing of help in an examination or other course assignments,
- the copying of other students' work or allowing others to copy your work,
- the submission of work that is not your own or allowing others to submit your work as theirs,
- the submission of the same work for two or more classes without the approval of any instructors involved.

Academic dishonesty includes, but is not limited to:

- sharing academic materials knowing they will be used inappropriately,
- having access to another person's work without permission,
- providing false or incomplete information on an academic document,
- changing student records without approval.
- obtaining and using texts intended for instructor use only.

Plagiarism includes, but is not limited to:

- the presentation of another's published or unpublished work as one's own,
- taking words or ideas of another and either copying them or paraphrasing them without proper citation of the source,
- using charts, graphs, statistics or tables without proper citation.

Detected cheating, academic dishonesty, or plagiarism will result in consequences that may, at the instructor's discretion, include course failure. In addition, an offender may be reported to the Senior Vice President for the Extended University, the Dean of the Extended University, or designee for possible disciplinary action, which may include suspension or dismissal from the University. Upper Iowa University may make use of various plagiarism detection services. Individuals, by enrolling in courses offered by the University, consent to submission by the University of course-related assignments to such services and the retention of a copy of such assignments by the service.

Cheating, academic dishonesty and plagiarism infractions are tracked by the Dean of the

Extended University, and cumulative evidence collected from multiple incidents will be considered when making suspension or dismissal decisions.

Extended University Catalog 2007/08 page 97.

http://www.uiu.edu/catalogs/eu/html/univ_policies.html#cheating

ATTENDANCE:

Even though a student does not attend a regular classroom in the traditional sense and keep up with a set schedule of assignments, it should be pointed out how important it is to keep yourself on a regular timely schedule if possible to complete and send in units. It is too easy to set work aside and decide to do it later. Suddenly, the need to complete assignments and get them in by deadlines can become stressful and, at times, impossible. The key would be to set time aside on a regular basis and submit work in a timely manner.

LIBRARY RESOURCES:

As a student of Upper Iowa University, you have access to the resources of the Henderson-Wilder Library on the Fayette campus. If travel to the campus is not feasible, you can access the library through the University's website. Go to: www.uiu.edu and click on the Library option located on the left side of the home page. If you would like to use InfoTrac, please contact the UIU Library staff at library@uiu.edu.

WITHDRAWAL:

If you wish to withdraw prior to the last day of the enrollment period you must contact the External Degree office by phone or in writing. After your original six month enrollment period you no longer have the option to withdraw from the course. You must finish the course or have a final grade assigned based on the coursework submitted.

SPECIAL NEEDS:

If you require accommodation for special needs, please provide documentation to: Director of External Degree.

This syllabus is tentative and subject to change.