COURSE INFORMATION

COURSE TITLE:

HIS111: The World: Antiquity-1500

COURSE DESCRIPTION:

Explores a number of peoples, groups, ideas, institutions, and trends that have shaped World History from the prehistoric era to 1500. Reflects the multiple perspectives of gender, class, religion, and ethnic groups in a broad global sense. Focuses on the common denominators among all people. This approach goes beyond political borders to provide a better appreciation for different cultures. Focuses on developing, practicing, and strengthening the skills historians use while constructing knowledge in this discipline. This course is one of the Statewide Guaranteed Transfer courses.

CREDIT HOURS:

3

SUGGESTED PREREQUISITE KNOWLEDGE:

None

GT PATHWAYS

The Colorado Commission on Higher Education has approved HIS111 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT- HI1 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to Guaranteed Transfer (GT) Pathways General Education Curriculum. For REQUIRED SYLLABUS information that is to be included on all syllabi starting Fall 2018 go to Required Course Syllabus Language.

This course is one of the Statewide Guaranteed Transfer courses.

- HIS111 Required Syllabus Info HI1
CCCOnline Course Policies

The CCCOnline Course Policies page contains information about the student’s role in the classroom, grading policies, and rights and responsibilities.
COURSE MATERIALS

OVERVIEW

This course uses Open Educational Resources (OER) and does not require the purchase of any materials. All of the course content is online -- either within D2L or linked to it through our course shell.

MINIMUM COMPUTER REQUIREMENTS

To complete this course, you will need regular access to a computer from which you can get to the Internet and use email. In order to ensure that your course functions properly, you must run the System Check. This is a CRITICAL STEP, and taking time to do it now will eliminate a tremendous amount of frustration for you later. To run the System Check, click Tools in the course NavBar and then click System Check.

REQUIRED TEXT:

All required course lectures and videos are linked in each module. There is no single textbook for this course.
COURSE COMPETENCIES AND OUTCOMES

STUDENT COMPETENCIES:

The competencies you will demonstrate in this course are as follows:

I. Identify the major trends, individuals, groups, and events involved with the rise of early civilizations around the world.
II. Explain the development of early religious thoughts such as Hinduism, Buddhism, Christianity, and Islam, and examine early dynasties in regions such as India, China, Classical Greece, Macedonia, and the Roman Republic.
III. Compare African and Latin American religions and cultures to other world religions and cultures.
IV. Describe the Germanic tribes, the importance of Christianity, feudalism, the importance of agriculture, and trade.
V. Explore the impact of the Silk Road, the eastward expansion of Islam, and the economy and daily life in India, Mongolia, and China.
VI. Question why religions became popular in some world regions, but not in others.
VII. Describe the rise of the Japanese state, the economic and social structures, and religion and culture, comparing them to other world religions and cultures.
VIII. Describe the European economic and social crisis, the onset of political instability, the decline of the church, and the effect of the Renaissance on all of the above.
IX. Four general goals integrate history with workplace skills:
   a. Acquire information from many sources.
   b. Break complex and multiple sources of information down into parts to create clearer understanding.
   c. Understand the impact of time and space on perspective.
   d. Develop narrative structures and arguments based on evidence.
X. Throughout the course, students should be introduced to course content, practice using course content, and demonstrate they can:
   a. Describe how peoples, groups, cultures, and institutions covered in this course change over time.
   b. Understand the events covered in the course in historical context and recognize how social, cultural, gender, race, religion, nationality and other identities affect historical perspective.
   c. Communicate orally and in writing about the subject of the course and select and apply contemporary forms of technology to solve problems and compile information.
   d. Use different resources for historical research, including libraries, databases, bibliographies and archives.
   e. Analyze secondary sources and recognize differences in historical interpretation.
   f. Identify types of primary sources, the point of view and purpose of their author or creator.
g. Create substantive writing samples which employ critical analysis of primary and secondary sources, and document those sources correctly.

h. Construct knowledge in the discipline and synthesize historical narratives and timelines from primary and secondary sources, maps, and/or artifacts and critically analyze, interpret and evaluate many different points of view to construct historical arguments.

The module outcomes that will permit you to demonstrate course competencies are as follows:

**MODULE 1**

**Outcomes**

1. Review course syllabus and schedule
2. Familiarize yourself with online course layout and content
3. Introduce yourself to peers and instructor and discuss the definition of civilization
4. Identify the origins of humankind
5. Chronicle the discoveries of Mesopotamia and Egypt that led them to be the first urbanized civilizations.
6. Describe and analyze the semi-nomadic societies and the monotheistic religious traditions they established.
7. Explore the first Chinese and Indian societies, their collapse, and the emergence of more unified civilizations.
8. Demonstrate research and writing skills by tracing familial migration and locating at least 10 sources about the history of that culture.

**Competencies**

- IXa
- IXa
- I
- I
- I, II
- II
- I, II
- I, II, IXa, IXb, Xb, Xd, Xe, Xf

**MODULE 2**

**Outcomes**

1. Examine how the Greek victory over Persia allowed for great political and cultural production.
2. Analyze the impact of Greek internal war on Greece and how they became easy prey for Macedonia.
3. Identify the Roman attributes that helped them explain their power abroad.
4. Analyze the various factors that contributed to the rise, decline, and fall of the Roman Republic and the Western Roman Empire.
5. Identify and evaluate the successes/failures of key personalities to political, social/cultural, and economic developments in Roman civilization.
6. Analyze the transformation of the Roman world through the introduction and spread of Christianity.
7. Discuss, using specific examples, the impact of geography, war/conquest, the struggle for individual freedoms, and religion on the rise, development, and fall of civilizations.
8. Evaluate the development of the Byzantine Empire.

**Competencies**

- I, Xa
- I, II, Xa, Xb
- II, Xb
- II, Xa, Xb
- II, Xa, Xb
- II, IV, VI, Xa, Xb
- I, II, IV, Xa, Xb
- II, IV, VI, a, b
- IXa, IXb, IXc, Xa, Xb, Xc, Xd, Xe, Xf
**MODULE 3**

**Outcomes**
1. Examine the development of Islam.
2. Evaluate the impact of Islamic Empires on the culture, social, and political developments in the East and West.
3. Describe the key characteristics of Islamic faith and compare/contrast those characteristics with other major belief systems around the world.
4. Examine the development of civilization in Africa. Evaluate the impact of Islam on the African continent, culture and peoples.
5. Compose a first person, historical narrative illustrating your knowledge of events, people and culture during this period.

**Competencies**
- II, Xa, Xb
- II, XI, Xa, Xb
- II, III, VI, IXb, Xa, Xb
- I, III, VI, Xa, Xb
- I, II, IXa, IXb, IXc, IXd, Xa, Xb, Xc, Xd, Xg, Xh

**MODULE 4**

**Outcomes**
1. Describe the religious, political, social, and economic characteristics of the Carolingian Empire.
2. Identify and evaluate the successes and failures of the major personalities of the Early Middle Ages in Europe.
3. Evaluate the rebirth of commerce and urban society in Europe.
4. Trace the development of medieval and new monarchies in Europe. Investigate and describe the transformation of the role of the monarch in the 15th century.
5. Identify the Hundred Years’ War, Black Death and Great Schism.
6. Identify the characteristics of life, the major artists, and ideals during the Italian Renaissance. Explain how these characteristics led to an age of exploration.
7. Examine the rise and fall of peoples in the Americas, focusing on the large urban civilizations of Mesoamerica and South America.
8. Produce a complete well-researched draft of the Ancient Wonders of the World assignment.

**Competencies**
- IV, IXa, Xa, Xb
- IV, IXa, Xb
- IV, IXa, Xb
- VIII, IXa, Xb
- VIII, IXa, Xb
- VIII, IXa, Xb
- I, III, IXa, Xb
- I, IV, IXa, IXc, IXd, Xa, Xb, Xc, Xd, Xg, Xh

**MODULE 5**

**Outcomes**
1. Explore the eastward expansion of Islam, particularly in Southwest Asia (India).
2. Identify and examine the impact of the Silk Road.
3. Discuss the unification, culture, and peoples of China resulting in a rich imperial tradition.
4. Examine the impact of the Mongols on Asia and Europe.
5. Evaluate and compare a Primary and a Secondary source on the same topic.
6. Review and evaluate the research skills of yourself and your peers through a peer review discussion.

**Competencies**
- II, III, Xb
- II, V, Xd, V, Xb
- IXa, IXb, IXd, Xc, Xb, Xf, Xe, Xf, Xg Xh
- II, III, IV, V, IXa, IXb, IXd, Xa, Xb, Xc, Xe, Xf, Xg, Xh (all)
Module 6

Outcomes
1. Explore the peoples of Polynesia and Oceania.
2. Describe the rise of the Japanese state, particularly focusing on economic, religious, cultural, and social structures.
3. Explain the development of civilizations and peoples in Southeast Asia.
4. Analyze an Ancient Wonder of the World and compose an evidence-based, argumentative essay on this topic.

Competencies
- I, Xa, Xb
- I, VI, VII, IXa, IXb
- I, VI, Xa, Xb
- I, VI, IXa, IXb, IXc, IXd, Xa, Xb, Xc, Xd, Xg, Xh
GRADING AND EVALUATION

METHODS:

Evaluation includes a combination of discussion participation, and special writing assignments (a scavenger hunt, a personal historical narrative, etc.).

GRADING POLICIES:

Mark the unit due dates on your calendar for this class. You may submit assignments AHEAD of schedule. Written assignments submitted through the folder may be submitted up to five days late with no penalty, with the exception of the Ancient Wonders of the World Final Draft which is due the last day of class. Written assignments will not be accepted late after this five-day grace period. No late work will be accepted for the discussions. Discussions are designed for students to discuss module concepts in the week they are covered; therefore, discussions cannot be submitted after their due date.

SUMMARY OF GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Module Assignments</td>
<td>625</td>
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<tr>
<td>Discussion Participation</td>
<td>375</td>
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<tr>
<td>TOTAL</td>
<td>1000</td>
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Following are the cumulative points required to establish a letter grade:

Grading Scale

A = 90 to 100%  B = 80 to 89%  C = 70 to 79%  D = 60 to 69%  F = 59% and below

PLAGIARISM POLICIES:

Please note an online plagiarism detection tool will automatically run for every module assignment that you submit. You can view the results and resubmit by the due date regular unit assignments if you discover that you have plagiarized. Anything submitted after the due date is not eligible for plagiarism resubmission.

DISCUSSIONS

There are 18 required discussions. There are discussions in every Module. Participation in these asynchronous chapter-level discussions is a very important part of the class experience and cannot be made up. Plan accordingly as not participating will have a negative effect on your final course grade.
ASSIGNMENTS

Each Module has one assignment designed to help you meet the overall competencies of this course, particularly research and writing for history. Specific instructions and rubrics for these assignments can be found in each Module.
### COURSE SCHEDULE

The Schedule is subject to change as needed.

This page summarizes all of the graded assignments, exams, and reading assignments for the course. If you want, you can print it out and post it somewhere handy.

All assignments are described in detail on the Module assignment pages. If you have questions check there and/or send me an e-mail.

This course is not self-paced and is not open-exit. All assignments, papers, quizzes, discussions, etc., are to be completed by no later than 11:59 PM on the due date.

**NOTE:** Important CCCOnline semester dates (e.g., drop/withdraw/term end) appear on the CCCOnline calendar (link opens in a new window).

#### Module 1

<table>
<thead>
<tr>
<th>Reading/Assignments/Exams</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Module Lectures: all linked essays, articles and videos</td>
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<tr>
<td>Lecture 1: Mesopotamia &amp; Ancient Egypt</td>
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<td>Lecture 2: Western Asia</td>
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<tr>
<td>Lecture 3: Ancient India &amp; Ancient China</td>
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<tr>
<td>Module Exploration</td>
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<tr>
<td>Discussions: Initial post by Thursday</td>
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<tr>
<td>Discussions: Responses to peers by Sunday</td>
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<tr>
<td>Ancestor Scavenger Hunt</td>
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</tbody>
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*Students must participate in a graded assessment in Module 1 by XXX, or they will be dropped for non-participation.*

#### Module 2

<table>
<thead>
<tr>
<th>Reading/Assignments/Exams</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Lecture: all linked essays, articles and videos</td>
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<tr>
<td>Lecture: The Civilizations of the Ancient Greeks and The Ancient Romans</td>
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<tr>
<td>Module Exploration</td>
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<tr>
<td>Discussions: Initial post by Thursday</td>
<td></td>
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<tr>
<td>Discussions: Responses to peers by Sunday</td>
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<tr>
<td>Research Assignment: Virtual Museum Tour</td>
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</tbody>
</table>
 MODULE 3

Reading/Assignments/Exams
Module Lectures: all linked essays, articles and videos
Lecture 1: The World of Islam
Lecture 2: Emergence of Civilizations in Africa
Module Exploration
Discussions: Initial post by Thursday
Discussions: Responses to peers by Sunday
Research Assignment: Personal Historical Narrative

 MODULE 4

Reading/Assignments/Exams
Module Lectures: all linked essays, articles and videos
Lecture: Civilization in the Americas & Europe in the Middle Ages and Beyond
Module Exploration
Discussions: Initial post by Thursday
Discussions: Responses to peers by Sunday
Research Assignment: Ancient Wonders of the World Draft

 MODULE 5

Reading/Assignments/Exams
Module Lectures: all linked essays, articles and videos
Lecture: India’s Development & Imperial China
Module Exploration
Discussions: Initial post by Thursday
Discussions: Responses to peers by Sunday
Research Assignment: Primary and Secondary Source Analysis

 MODULE 6

Reading/Assignments/Exams
Module Lectures: all linked essays, articles and videos
Lecture: Early Japan & Southeast Asia
Module Exploration
Discussions: Initial post by Thursday
Discussions: Responses to peers by Saturday
Research Assignment: Ancient Wonders of the World Final Draft

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