

SYLLABUS

History 1050 – World History I to 1500
Dr. Wolar
Fall, 2007
MWF / 9:00 – 9:50 a.m.
Room 145

RECOMMENDED TEXT:

J.M. Roberts, A Short History of the World (Oxford: Oxford University Press, 1997).

RECOMMENDED SUPPLEMENTAL VOLUME:

D. Christian, Maps of Time: An Introduction to Big History (Berkeley: University of California Press, 2004).

RECOMMENDED RESOURCES:

Kate L. Turabian, Manual for Writers. Sixth Revised Edition. (Chicago: University of Chicago Press, 1996).

William Strunk Jr. and E.B. White, The Elements of Style. Fourth Edition. (Needham Heights, MA: Allyn & Bacon, 1999).

Jules R. Benjamin, A Student's Guide to History. Eighth Edition. (Boston: Bedford/St. Martin's, 2001).

Mary Lynn Rampolla, A Pocket Guide to Writing in History Third Edition. (Boston: Bedford/St. Martin's, 2001).

CATALOG DESCRIPTION: This course will explore the essential ideas, themes, and issues that have shaped the development of world civilizations from prehistoric times to the advent of European expansion during the beginning of the 16th century. The course will include a review of civilizations in the Middle East, Asia, Africa, the Americas, and Europe.

OBJECTIVE: To analyze the political, social, economic, and cultural issues pertinent to world civilizations from the beginnings of civilization until approximately 1500.

OUTCOMES: The student will be intellectually exposed to a variety of cultural values, institutions, and traditions. The student will demonstrate historical knowledge and

critical thinking skills in preparation for transfer to a four-year college or university. Additionally, the student will acquire rudimentary library skills and apply effective writing skills in pursuance of the above-stated objectives.

SCHEDULE OF READING:

Week of August 20: Roberts, chapter 1: "Prehistory", pp.1-34.

Week of August 27: Roberts, chapter 2: "The Earliest Civilizations", pp. 35-61.

Week of September 3: Roberts, chapter 2: "The Earliest Civilizations"61-77.

LABOR DAY – SEPTEMBER 3 – NO CLASS

Week of September 10: Roberts, chapter 3: "Foundations of Our World", pp.78-100.

Week of September 17: Roberts, chapter 3: "Foundations of Our World", pp.101-123.

Week of September 24: Roberts, chapter 4: "The Roman World", pp.124-139.

Week of October 1: Roberts, chapter 4: "The Roman World", pp.139-154.

Week of October 8: Roberts, chapter 5: "Contests of Civilizations", pp.155-169.

Week of October 15: Roberts, chapter 5: "Contests of Civilizations", pp.169-179.

Week of October 22: Roberts, chapter 6: "Worlds Apart: The Great Asian Traditions", pp.180-192.

Week of October 29: Roberts, chapter 6: "Worlds Apart: The Great Asian Traditions", pp.192-210.

Week of November 5: Roberts, chapter 7: "The Making of Europe", pp.211-226.

Week of November 12: Roberts, chapter 7: "The Making of Europe", pp.226-248.

Week of November 19: Roberts, chapter 8: "Discovery and Confrontation: The Making of One World", pp.249-266.

FACULTY IN-SERVICE WORK DAY – NOVEMBER 21 – NO CLASS

THANKSGIVING BREAK – NOVEMBER 23 – NO CLASS

Week of November 26: Roberts, chapter 8: "Discovery and Confrontation: The Making of One World", pp.266-278.

Week of December 3: Roberts, chapter 9: "Early Modern Times", pp.279-304.

Week of December 10: Final Examination Week.

EXAMINATION/CRITICAL REVIEW SCHEDULE:

Critical Book/Film Review - September 24

First Midterm Examination – October 3

Second Midterm Examination – October 10

Critical Book Review – November 26

EVALUATION:

The midterm examinations are worth 25% of the course grade. The critical book reviews are worth 35% of the course grade. The final examination is worth 40% of the course grade.

The midterm examinations will consist of a critical thinking exercise and/or identification of names/terms. The final essay examination will be written on examination "blue books" on sale at the campus bookstore.

The critical book reviews will consist of critical analyses of two scholarly monographs pertinent to the subject matter and chronology of this course. Appropriate books may be obtained from the suggested readings at the close of each chapter in the textbooks. Prior approval of your choice must be obtained from the instructor. If you cannot find a suitable book consult with the instructor for further advice.

The critical book reviews are to be formally organized per the requirements of the Chicago Manual of Style (summarized in Kate Turabian's Manual for Writers). Therefore, each paper is to be double-spaced, footnoted (endnotes are a suitable alternative), and reflect appropriate margin spacing. Each paper is to be 5-7 pages in length.

All critical reviews must be turned in during the class period on the appropriate deadline date, unless alternatively advised by the instructor.

--- Optional Evaluative Track: The student may choose to write a 3-4 page critical film review in lieu of the first critical book review. The film will be chosen from the

brief list included herein. The required subsequent book review must be on the identical topic as the reviewed film. For example, if the student chose to review the film “Braveheart”, the student’s subsequent book review would need to be on the medieval period of European history. The critical film review is worth 15% of the course grade, while the subsequent critical book review is worth 20% of the course grade under this Optional Evaluative Track. The student must notify the instructor in writing, by September 14, of the student’s wish to pursue the Optional Evaluative Track.

--- Films:

“Braveheart”	“Kagemusha”
“Elizabeth”	“Ran”
“The Name of the Rose”	“Apocalypto”
“Gladiator”	
“Troy”	
“The Kingdom of Heaven”	

Make-up examinations are NOT given, except under extraordinary circumstances and with the prior consent of the instructor.

All critical film/book reviews are to be turned in during the class period of the appropriate deadline date, unless alternatively advised by the instructor. Email submissions are acceptable, as long as the email submissions are forwarded no later than 9:50 a.m., C.S.T., on the appropriate deadline date. Critical film/book reviews may be mailed through the USPS, but must be postmarked no later than the appropriate deadline date. Late critical film/book reviews will NOT be accepted – no exceptions.

For evaluative purposes, the student is accountable for ALL assigned readings and ALL class presentations. Therefore, to maximize your potential in the course you are strongly advised to regularly attend class.

All electronic recording devices are prohibited in class unless the instructor grants, upon good cause, prior approval for the use of such devices. Turn cell phones off during class.

For evaluative purposes, the following grade scale is used:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 50-59

The instructor views the above grades as reflective of the following academic standard of achievement:

An “A” grade is an honor grade indicating excellence, and is equivalent to a consistently superior performance in the course. The issuance of an “A” grade reflects the instructor’s

professional judgment that the student has mastered the essential facts, issues, and themes of the college-level history course and the interconnections between such facts, issues, and themes in proper chronological sequence.

A “B” grade is an honor grade equivalent to a competent performance that is less than the substantive mastery expected for an “A” grade, yet clearly above the average performance expected within the confines of a “C” grade. The issuance of a “B” grade reflects the instructor’s professional judgment that the student has a good, but not superior, grasp of the relevant facts, issues, and themes, as well as the interconnections between such facts, issues, and themes in proper chronological sequence.

A “C” grade is equivalent to an average or satisfactory performance in the course and professionally reflects an adequate comprehension of the essential facts, issues, and themes, as well as the interconnections between such facts, issues, and themes. The issuance of a “C” grade indicates that the student has exhibited sufficient ability to warrant entering sequential courses in the discipline of history.

A “D” grade is equivalent to a passing, but less than satisfactory, performance in the course and reflects no more than a minimal comprehension of the essential facts, issues, and themes, and no more than a minimal comprehension of the interconnections between such facts, issues, and themes. The issuance of a “D” grade indicates that the student is not likely to be successful in a higher level history course and would not meet prerequisite requirements.

An “F” grade is a failed performance that reflects neither a minimal comprehension of the essential facts, issues, and themes of the course nor any viable comprehension of the interconnections between such facts, issues, and themes of a college-level history course.

WITHDRAW FROM CLASS PROCEDURE:

If the student fails to attend class, he/she must complete the withdrawal form with the Student Services office. A “W” will appear on the transcript. Students failing to formally withdraw from the course may receive an “F” as a letter grade on the permanent transcript.

PLAGIARISM:

Plagiarism occurs when a student secures the ideas and/or writings of another without attribution to the original author. Plagiarism jeopardizes the integrity of the scholarly experience and is not to be tolerated.

DISCLAIMER:

This syllabus is not a contract and the instructor retains the right to make changes in the course schedule, policies, and requirements as necessary so long as those changes are consistent with the policies of MPCC and do not affect transferability.

DISABILITIES:

Mid-Plains Community College is committed to providing a discrimination-free environment for its students with disabilities. Students with learning or physical disabilities are encouraged to request assistance from administrative staff at: 535-3710 or 535-3706.

OFFICE HOURS:

MWF: 10 a.m.

T/Th: 2:30 p.m.

Room 145A

308-535-3763

wolar@mpcc.edu

<http://www.geocities.com/gwolar/>

If the above office hour is unsatisfactory, please arrange to meet with the instructor at an alternative time. Please leave your phone number or email address when attempting to communicate with the instructor. Alternatively, arrange to meet with me immediately prior to, or immediately subsequent to, the class session. If you are experiencing academic difficulty, do not hesitate to contact me as soon as it becomes apparent to you.

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