



History 103-69043
World History to 1500 AD
Paul Rittman, Instructor
Spring 2019
Tu-Th, 8:00-9:35 AM
30-12

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Course Description:

Course will focus on the beginnings of civilization some five to seven thousand years ago in Mesopotamia, Africa, Asia, the Americas, Classical Civilizations and the Axis Age with an understanding of the world in 1500. Social, cultural, geographical, political and economic history of the various world civilizations will be stressed. The course is designed to challenge erroneous assumptions about world history and contemporary realities.

Textbook:

Worlds Together, Worlds Apart. Concise Edition, Vol. 1: Beginnings through the 15th Century. Elizabeth Pollard, et al. Norton, 2015.

Availability:

We can communicate before and after the class meets, or via email. **When you email me, please let me know your class number, 103.** This way I can know which file to open up to look up any information you are requesting. **I usually don't respond to requests for information contained in the syllabus.**

Withdrawal Policy:

February 24 is the last day to drop this class without receiving a W grade. March 30 is the last day to be dropped for excessive absences, and receive a W grade. Excessive absences (at any time in the semester) will result in the student being dropped. **If you are going to be absent from class for two or more class periods in a row, please email me beforehand. Students who arrive tardy should confirm their attendance at the end of that class period with the instructor. BECAUSE OF ABUSES IN THE PAST, STUDENTS WHO ARE DROPPED FROM CLASS FOR EXCESSIVE ABSENCES WILL NOT BE REINSTATED.**

Student Learning Outcomes:

Upon completion of the course, the student can:

- 1, Define the reasons for the rise, maturation, decline and contributions of the great ancient civilizations of the world 4000BCE-1000BCE, using primary and secondary source material and reflecting issues of ecology, race, gender, class and ethnicity to reflect unique belief systems, discoveries, inventions and scientific achievements.
2. Categorize the rise and decline of classical world civilizations of Asia, Africa, Latin America and Europe in the period 1000 BCE to 500 CE, using primary and secondary source material and reflecting issues of ecology, race, gender class and ethnicity to reflect unique belief systems, discoveries, inventions and scientific achievements.
3. Analyze and explain the period 500 CE to 1500 CE in terms of in terms of state development and the beginnings of the first global system of trade, using primary and secondary source material and reflecting issues of ecology, race, gender, class and ethnicity to reflect unique belief systems, discoveries, inventions and scientific achievements.

Grading:

Overall grades will be allotted according to the following minimum percentage scale:

A	90%
B	80%
C	70%
D	60%
F	below 60%

Class assignments have the following weight:

Exams	40% (20% each for the midterm and final)
Essays	40% (20% each for the first essay and second essay)
Participation	15%
Essay outline	5%

PENS NEEDED FOR WORK WRITTEN BY HAND: Written work (exams, reflections, and the essay outline assignment if it is not printed from a computer) needs to be done in pen (blue or black ink; no light colors allowed). Work not written in pen will be returned to the student, for them to copy it out in pen, before being graded for credit.

Exams

The two exams are both written, usually a mixture of short and long responses. Long responses (one- or two-pages in length) are at least 80% of the exam grade. Although page length is a guide, when I ask for one or two page responses, I am talking about the usual 8.5x11 inch pages (if you are using the smaller blue books, you should double the number of pages that you write out). Usually, the final will cover only the material since the midterm. On the exams, I will not be grading your spelling, punctuation, or paragraph or essay structure, so much as the ideas you are expressing (obviously your spelling and writing has to be clear enough to be understood by me—I don't give credit for what I cannot understand).

On the exams, **if you answer more than the requested number of questions, be sure to cross out the ones you don't want me to grade**; if that isn't indicated, I will determine which responses are read and scored.

When writing out the exam questions, write out the short answer terms and underline them; for the long responses, simply give the number of the question and circle it. This will be made clear in the instructions for the exam. Any student that correctly does this for ALL short and long responses will be given one additional (percentage) point for that exam.

No electronic media are allowed at all during tests; all books and papers will need to be placed below the desk. If a student is caught looking at printed materials, or on another student's exam, their test will be given an automatic zero, regardless of whether they choose to continue taking that test or not. **Once I pass out the midterm or final, students must remain in the room to take it. If or when they leave (to answer a cell phone, go to the bathroom, or for any other reason) the test is considered finished and must be turned in to the teacher.** Such students will not be allowed to make up the exam at a later point.

Blue Books

You need to bring a Blue Book to class for both the midterm and final (8.5 x 11 inch size recommended—a few students have filled up more than one of the small Blue Books). Page length recommendations for exam responses are calculated in terms of the 8.5 x 11 inch blue books. **NO EXAM RESPONSES WRITTEN IN ANYTHING OTHER THAN A BLUE BOOK THAT HAS BEEN APPROVED BY ME PRIOR TO BEING WRITTEN IN, WILL BE ACCEPTED.** If you would like you use one blue book for both the midterm and the final, you can---just make sure there is enough room in that blue book, to write out all of your responses (or bring in a backup blue book to the final exam).

Essays

There will be two essays assigned during the semester. Both essays need to be 1600 words (roughly five pages) long. A recommended division of the essay is a half-page introduction, a four-page body, and a half-page conclusion. Essays need to be typed in 12-point type and double-spaced (so that they are easy to read); don't use decorative or script fonts. You do not have to use direct quotations, but if you do, **direct or indirect quotations in excess of 200 words will not be applied to the 1600 word count.**

Essays are an excellent way to learn more about a topic that you are personally interested in. Additionally, essay writing develops your critical thinking skills—you learn to discern what points and issues will support your main thesis, as well as (possibly) examine different explanations, and decide which is most valid. Finally, the reading and writing involved in these essays will help develop these same skills, which the vast majority of you will put to use as you advance in college and work, as well as in becoming an informed citizen.

The essays are **research** essays—assignments whereby you research your topic, and combine the information you have gleaned, with your own opinions and conclusions. As such, essays written essentially of your own opinions or beliefs will be severely downgraded. The idea here is to develop research skills, including not only reading, but also the assimilating different bits of information and

viewpoints. If you simply write five pages on everything you already know about your topic, you don't develop those skills.

What to write about

The essays need to cover a person that lived, or a specific event that occurred, within the content area and time frame of this class: **world history from the Agricultural Revolution (roughly 8000 BC) to 1500 AD. Keep in mind that even though we might go outside of these boundaries in class lectures and readings, you will still need to observe these parameters for your two essays.**

The subject of the essay has to be either a person, or a specific event. When students write on broader topics, they typically lose focus and the essay wanders all over the place. The emphasis on specific people and events eliminates myths and legendary characters as subjects of your essays.

If you are in any way unsure as to whether your topic fits these parameters, ask the instructor.

If you choose to write an essay on a topic covered in class, make sure that your essay goes well beyond what was covered in class; essays that simply repeat classroom lectures or readings will be downgraded to the degree that this happens.

Format

I do require both 5-page essays to be turned in digitally via Blackboard (see link at top of first page). For the purposes of keeping everything organized, I will NOT accept a hard copy of the essay. The day it is submitted digitally to me is the day it is turned in. Put your name ONLY on the first page (the cover page) of the essay. Do not put your first or last name on any other part of the essay, including page numbers. Points will be deducted if any part of your name is displayed on any other page. If you aren't sure how to get this done, I do have a template for your essay that you can use, on my website (paulrittman.com/history). You do not have to use this template, but it is there if you would like to use it.

Both 5-page essays will be given one additional percentage point if they have the student's first and last name in the file name (other words are acceptable but not needed; just be sure to have your first and last name), for example: PaulRittman.rtf. Documents can be renamed by using the context (right-click) menu and selecting the Rename option, or by opening up the document and using the Save As or Rename command.

If you are uncertain how to upload a file on Blackboard, go to the Blackboard web address given in the top of the first page. Click on the link to this class. Then click on the Announcements section on the left side of that page. That will show you a link to a PDF file that explains how to upload a document.

Upload the files by attaching them into the Blackboard interface; do NOT paste the file into a text field.

One of the reasons for insisting on a digital copy is for catching plagiarism. **I will accept digital copies in one of the following formats: Word (.doc or .docx), Rich Text Format (.rtf), or OpenOffice (.odt). Essays not in one of those formats will have the grade penalized,** and possibly, returned to the student, to be resubmitted in a proper format.

As research essays, they need to reference IN THE TEXT OF THE ESSAY ITSELF at least 3 different books or articles, in MLA format. Place your full citations on their own page, at the end of your essay (in the same document)—do not create a new document for your works cited. Essays that place the works cited on a separate document will be penalized. These three sources are not to include class handouts, notes, the textbook, or Wikipedia (or any of its derivative websites).

If students are unaware of the MLA format, they can go to a page on my history site, and scroll down to a section that is entitled “Classroom Handouts.” You can visit two links listed there, both of which explain the MLA format. One is the Purdue OWL site, the other is maintained by Victor Valley College. Both of those pages have sample essays written in MLA format, so you can see exactly what you are being asked to do.

Essays written before this semester started, or submitted to other classes, are not acceptable.

Essay Outline

The Essay Outline Form assignment is basically a rough draft of your first five-page essay. For the essay outline assignment you will turn in **two forms**. One is the outline form itself; the other, a document from the Writing Lab (that they will give you) signifying that you have gone there and consulted with them. Before going to the Lab, fill out the essay outline form with the subject matter for your first essay, including small paragraphs in the spaces allotted for them. Then, have them look it over and make suggestions. This visit to the Lab has to be with the first (not the second) essay. While you can feel free to use this outline form for your own benefit when you write the second essay, you will not need to turn in an outline form with that second essay, or take that essay to the writing center.

The writing lab form will not be given credit unless it is turned in at the same time as the essay outline form. Neither of these forms can be turned in later than the first essay itself.

Staple the writing center form to the essay outline form, to prevent them from being separated after they are (allegedly) turned in. That helps out both you and me. **The Essay Outline assignment is only due for the first essay;** it is not required for the second essay. I will not accept an Essay Outline for the second essay, in lieu of turning one in for the first essay.

Plagiarism

Plagiarism and other forms of cheating are not permitted, and can result in receiving a 0 on the assignment, without the option to submit the assignment again, and additionally, any allowable penalty as explained in the student handbook or in accordance with VVC policy.

Participation

The participation grade will consist of some short readings (sometimes primary source), and a one-page response by the students that are done in class, referred to me as reflections. These are rather unstructured, and the idea here is simply to expose you to historical documents and ideas, and get you to think about them. At the end of the semester, I will average the grade for each reflection assignment, and that will constitute the participation portion of the final semester grade. The lowest reflection grade will be dropped and will not count against the overall grade.

Quizzes

I reserve the right to give short quizzes throughout the semester. These quizzes, if and when they are given, will be given at the beginning of class. Quizzes cannot be made up later on in that class period, nor on any other day. Once I am done passing out quizzes I will not pass any out later on in the class period, even if students come in late to that class. Any quizzes that are given out will be averaged in to the participation grade (as if they were reflections).

Late Work and Makeup Work Policy

The only assignments that can be turned in late are the essay outline, and the two five-page essays. Late work has to be turned in no later than seven days after the original due date and will be given 80 percent credit (that is, 80 percent of what the grade would have been, had it not been turned in late). This 80 percent credit policy will be implemented regardless of the reason for the assignment being late. The only exceptions to this one-week extension are any assignments that fall due the last week of class—no work can be turned later than the day of the final exam.

If a student is not present to take the midterm as scheduled, the midterm can be taken at a future date, for full credit, by taking it in the Communications Center. The makeup midterm will be different from that taken in class, but it will still be based on the study guide. Midterm makeups need to be taken BEFORE the last week of class.

Reflections (and quizzes) are based on class lectures and discussions and cannot be made up (or turned in before or after the assignment is done in class).

Extra Credit or Re-doing Assignments

Apart from the special instructions for emailing essays and writing out your exams, there is no extra credit offered; the only assignments that can be re-done are essays that are returned because of unacceptable subject choice, improper file format, or some other condition, **at the discretion of the instructor**. Sorry, but plagiarism or otherwise improper use of sources or other people's work doesn't constitute a reason for making up the assignment.

Out of consideration for the rest of the class, if you do come in late, please walk in through the back door (facing the lake); and please don't walk up to the front of the class to sit down. Find a seat in the back. DO NOT WALK IN BETWEEN THE INSTRUCTOR AND THE STUDENTS.

Classroom Behavior

Being mean or inconsiderate (as defined by instructor) in class will make you liable to any penalty allowable under VVC policy and the Penal Code of the State of California, including but not limited to: academic penalties, imprisonment, fines, citations, and torture (up to but not including violations of the Eighth Amendment) to the fullest extent permitted by law.

Class Schedule

All major assignments are due the Thursday of the given week

Feb 12-14	Class introduction; Human condition; Agricultural Revolution
Feb 19-21	Ch. 2: Rivers, Cities, and First States, 3500-2000 BC. Sumer, Egypt, Indus Valley, Bronze Age
Feb 26-28	Ch. 2, cont.
Mar 5-7	Ch. 3: Nomads, Territorial States, and Microsocieties, 2000-1200 BC. Dispersal of Indoeuropeans; Hyksos & Egypt; Shang China; Minoan and Mycenaean civilizations
Mar 12-14	Ch. 4 First Empires and Common Cultures in Afro-Eurasia, 1250-325 BC. Sea Peoples, rise of Persian and Neoassyrian empires, early Zhou China essay outline
Mar 19-21	Ch. 5 Worlds Turned Inside Out, 1000-350 BC. Later Zhou China, Confucianism, Legalism, Indian religions, rise of Mediterranean city-states, Archaic & Classical Greece
Mar 26-28	Ch. 5, cont.; midterm prep first essay
Apr 2-4	Ch. 5, cont; Ch. 6: Shrinking the Afro-Eurasian World, 350-100 BC. Alexander the Great & the Hellenistic Age, Silk Road, Mauryan Empire Midterm
Apr 9-11	Easter vacation
Apr 16-18	Ch. 6, cont.
Apr 23-25	Ch. 6, cont.; Ch. 7: Han Dynasty China and Imperial Rome, 300 BC - 300 AD. Rise of Chinese and Roman empires, Christianity
April 30-May 2	Ch. 7, cont.
May 7-9	Ch. 7, cont.
May 14-16	Ch. 9: New Empires and Common Cultures, 600-1000 AD. Rise of Islamic and Germanic kingdoms, Sui and Tang Chinese dynasties, start of the European Middle Ages
May 21-23	Ch. 10: Becoming "The World," 1000-1300 AD. Rise of Mongol empire, maritime trade, Crusades, Song China second essay
May 28-30	Ch. 11: Crisis and Recovery in Afro-Eurasia, 1300-1500; Black Death, Ottoman Empire, Ming China final exam preview.
Jun 4-6	Ch. 11, cont. Final Exam