



History 8A-40580
BCC: World History to 1400
Tu-Thu 6-8:50 PM
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Course Description:

A survey of world history from the dawn of humans to the 14th century. The course will emphasize major forces, trends, and developments that have shaped human history.

Textbook:

World Civilizations: their History and their Culture. Philip Lee Ralph. 9th edition, Volume 1. Norton.

Availability:

I will be available to talk to students before and after the class meets. If you have a question that you would like feedback on during the week, feel free to email me at the above email address. **When you email me, please let me know your class number, 8A, as well as the class days/times.** This way I can know which file to open up to look up any information you are requesting. If you want your email responded to in a timely fashion, please make sure that you are requesting information that isn't already in the syllabus, and are including the class information. I do maintain a list of student emails. If you would like to be included whenever I email something to the class, come up to me before/after a class and enter it into the class spreadsheet I maintain.

BCC Mission Statement: Barstow Community College is an open-access learning environment that promotes critical thinking, communication, personal and professional responsibility, and global awareness by offering quality courses, programs, and support services.

Learning Outcomes:

Students will be able to understand and explain the value of world civilizations from the origins of civilization to the Renaissance. Students will specifically be able to:

1. Compare and contrast the old Stone and the new Stone Age.
2. Discuss the various empires and conflicts to be found in Mesopotamian civilization.
3. Review why the Egyptians were able to establish a stable society.
4. Evaluate the important accomplishments of the Hebrews and early Greek civilizations.
5. Analyze the importance of the Persian and Peloponnesian Wars to Ancient Greece.
6. Examine the achievements of Greek culture and the impact of their developments on future history.
7. Consider the spread of Hellenistic civilization and its influence on other cultures.

8. Examine the rise and fall of the Roman Republic and the impact of the Punic Wars.
9. Explain the achievements and failures of Pax Romana.
10. Judge the Roman contributions in art, philosophy, religion, literature, law, and engineering.
11. Discuss the causes of the fall of the Roman Empire and what might have been done to save it.
12. Differentiate between Byzantium, Islam, and early Medieval Europe.
13. Debate the importance of the economic, social, and political institutions of the High Middle Ages.
14. Explain the connection between the religious and intellectual developments of the High Middle Ages.
15. Decide if Joan of Arc was a witch, a saint, or just plain crazy.
16. Understand the significance of women and diverse ethnic groups and their contributions to the course of history.
17. Compare and contrast ancient Indian and Chinese civilizations.
18. Discuss developments in the Americas, Asia, and Africa during the Middle Ages.

Grading:

Final grades will be allotted according to the following percentage scale:

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

The different types of assignments are given below, with the percentage points assigned to each category. All assignments will be given a grade, and then factored in according to the following ratios, to determine the final semester grade.

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

Tests

The tests will call for short- and long-answer responses. We will have two such tests during the semester. The final will cover only the material since the midterm. These tests are designed to take up an entire 80-minute class period. The tests will cover material primarily from lectures and class handouts. Long-answer responses will be worth 80% of the test grade; short-answer questions will be worth 20% of the test grade.

No electronic media are allowed at all during tests—no cell phones, no mp3 players, no cds or headsets at all. 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. When taking any test, you will need to put any papers, books, or other materials inside a closed binder, folder, or backpack. Once I pass out the midterm and final exam, 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. Students who fall into

any of these categories will not be given extra time to complete that particular exam, nor will they be allowed to make up the exam at a later point in time.

Exams need to be done in Blue Books, which can be purchased from me for both the midterm as well as the final, the day of the exam. I strongly suggest that students bring **pens to write with**.

If a student responds to more than the required number of test questions, they should cross out the one(s) that they don't want graded; otherwise, which responses get graded for the exam will be determined by me (class instructor).

Essays

There will be two essays assigned during the semester. Both essays need to be 1200 words (roughly four pages) long. This number includes only the text of the essay itself, not the heading or the works cited page. A recommended division of the essay is a half-page introduction, a three-page body, and a half-page conclusion. Essays must be typed in 12-point type and double-spaced; decorative fonts and script fonts are not allowed.

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.

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 four pages on everything you already know about your topic, you don't develop those skills.

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.

As research essays, they need to reference in the text at least 3 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).

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 to 1400**. An event is going to have a definite starting and ending point, and would be something like a war or battle, an invention or discovery of something, a demonstration, meeting, or convention, the enacting of a law, to give only a few examples.

The subject of the essay cannot be something vague and drawn out, like the Industrial Revolution, or movements like women's suffrage. Students tend to struggle with vague topics like this. If you would

like to pursue such a topic, modify it to be, for example, an inventor in the Industrial Revolution; or a person who was important in a movement, or that person's arguments for their issue. For example, instead of writing on the Industrial Revolution, look at the life and inventions of James Watt or Thomas Edison; instead of writing on the women's suffrage movement, write about the work of Susan B. Anthony, or arguments she made. The reason why I am insisting on a specific event or the life of an individual, is that when students try to tackle broader issues like this, they typically lose focus, throw in a few sentences on this and that, and I get the impression that not much learning has taken place. This principle also keeps students from roaming into areas that would be better off in a political science class, such as current events and problems. Essays that violate this rule will be returned and not graded; students will be allowed to submit a substitute essay which will incur a late penalty.

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

Covering individuals or events that spilled over the boundaries of this class is acceptable, as long as your essay still stays within the time period of our class.

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

Format

I do require both 4-page essays to be turned in digitally (via my email address on the first page), as an attachment (not in the body of the email itself). 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 Word Perfect (.wpd).** Essays not in one of those formats will be returned to the student, to be resubmitted in a proper format, and will be penalized. You will need to email me the essay by midnight of the day it is due. For the purposes of keeping everything organized, I will NOT accept a hard copy of the essay under any circumstances. The day it is emailed to me is the day it is turned in.

Essay Outline

The Essay Outline form will simply be your first essay in outline format. Be sure to fill out everything on the form (as completely as possible, including small paragraphs in the spaces allotted for them). 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.

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 Grade and Reflections

These will consist of some short readings (sometimes primary source), and a one-page response by the students that are done in class. 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.

Late Work and Makeup Work Policy

A student who misses the midterm can still receive full credit for it, but will have to turn in a six-page essay (1800 words) on one of the long answer questions (any of them) given in the study guide for the midterm. Apart from the page length and the limitation on choice of subject, all other parameters for the four-page essays apply for the midterm makeup. That makeup essay is due no later than midnight of the final exam. Assignments that can be turned in late are the essay outline, and the two four-page essays. Late work has to be turned in no later than seven days after the original due date and will be given two-thirds credit. This two-thirds 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 after the final exam itself; nor can the essay outline be turned in later than the essay itself.

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

A word to the wise: this isn't necessarily intentional at all, but I typically return late work very slowly.

Extra Credit or Re-doing Assignments

The only assignments that can be re-done are essays that are returned because of unacceptable subject choice, as mentioned above. Any such essays that are re-submitted will of course be assessed the late penalty of one-third credit.

Classroom Behavior

Being mean or inconsiderate (as defined by instructor) in class will make you liable to any penalty allowable under BCC 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.

All major assignments are due the Thursday of the given week

Jan 10	Class introduction; Agricultural Revolution
Jan 12	Ch. 2: Mesopotamian Civilization
Jan 17	Ch. 3: Egyptian Civilization
Jan 19	Ch. 5: Ancient Indian Civilization
Jan 24	Ch. 6: Ancient Chinese Civilization essay outline
Jan 26	Ch. 4: Hebrew and early Greek Civilizations
Jan 31	Ch. 7: Greek Civilization
Feb 2	Ch. 8: Hellenistic Civilization first essay
Feb 7	Midterm review
Feb 9	Midterm
Feb 14	Ch. 9: Roman civilization
Feb 16	Ch. 9, cont.
Feb 21	Ch. 10: Christianity and the Transformation of the Roman World
Feb 23	Ch. 11: Asia and Africa in Transition, pp. 306-333; Ch. 16: Centuries of Turmoil and Grandeur in Asia, pp. 552-74 (medieval China)
Feb 28	Ch. 12: Rome's Three Heirs: the Byzantine, Islamic, and early-medieval Western Worlds
Mar 1	Ch. 13: High Middle Ages (1050-1300): Economic, Social, and Political Institutions second essay
Mar 6	Final review
Mar 8	Final exam