



Independent Study | in Idaho

HIST 101
World History I

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Course Guide

Independent
Study | in Idaho

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History 101 World History I

University of Idaho
3 Semester-Hour Credits

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5-Hist 101
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5-Hist 101: World History I

3 credits: UI

Welcome

Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course including the course description, course materials, course objectives, as well as information about assignments, exams, and grading.

Policies and Procedures

Refer to the ISI website at www.uidaho.edu/isi and select *About ISI, Policies* for the most current policies, procedures, and course information, including information on setting up your accounts, exams and proctors, grades and transcripts, course exchanges and the refund schedule, library resources and other services, academic integrity, and disability support services. If you have any questions or concerns, please contact the ISI office for clarification before beginning your course.

Course Description

Contributions to the modern world to 1650.
General education credit as social science, international.

Students may submit up to 3 assignments at a time and 6 per week. Before taking exams, students MUST wait for grades and feedback on assignments, which may take up to three weeks after date of receipt by the instructor.

ALL assignments and exams must be submitted to receive a final grade for the course.

12 graded Lessons, 1 analytic essay, and 2 proctored exams

Course Materials

Required Course Materials

Strayer, Robert. *Ways of the World: A Brief Global History, Volume 1*. 2nd Ed. Bedford St. Martins, 2012.
ISBN: 9780312583484

Reilly, Kevin. *Worlds of History: A Comparative Reader, Volume One: To 1550*. 5th Ed. Bedford St. Martins, 2013. ISBN: 9781457617829

Crone, Patricia. *Pre-Industrial Societies: Anatomy of the Pre-Modern World*. Oneworld, 2003. ISBN: 9781851683116

Course Delivery

All ISI courses are delivered through BbLearn, an online management system that hosts the course lessons and assignments and other items that are essential to the course. Course Introduction

Course Introduction

This course is part of the core curriculum and provides the student with an introduction to the history of the world from 3000 B.C to C.E. 1500. Over the course of this class you will become familiar with the major civilizations that played key roles in the evolution of modern civilization. You will examine the great civilizations of Africa, Asia, the Middle East, the Americas, and Europe. Also, you will examine their cultural, political, and societal contributions to the evolution of modern civilization.

The goal of this class is to provide an opportunity for improving one's thinking process, one's reading and writing skills, and to provide an area of study that cannot only be exciting, but important to other pursuits. Hopefully, you will come away from this class with a desire to learn more about history.

Course Objectives

- Provide basic knowledge concerning the major world civilizations, including an awareness, understanding, and appreciation of each civilization's art, beliefs, and achievements, and enable students to engage imaginatively and empathetically in the lives and issues of peoples in different times and places as a preliminary to understanding their own issues.
- Provide an understanding of the role of culture in human life, its relation to our species, and some of the fundamental dynamics of culture change, and encourage development of a broad international perspective as a background for understanding the contemporary world.
- Develop students' writing skills and the ability to express their ideas clearly and coherently; provide an intellectual framework for subsequent learning; develop students' abilities to think critically: to recognize and analyze problems, synthesize diverse kinds of information, and engage in informed discussion; reach conclusions on the "how" and "why" of events, and to support these conclusions with factual information and specific examples.

Lessons

Overview

Each lesson includes the following components:

- lesson objectives
- introductory lecture
- reading assignments
- terms to identify
- written assignment or activity

Study Hints:

- Keep a copy of every assignment submitted.
- Complete all reading assignments.
- Set a schedule allowing for course completion one month prior to your personal deadline. An Assignment Submission Log is provided for this purpose.
- Read each lesson carefully to see where to find specific information.
- When writing essays, be sure you answer all questions presented.
- When writing essays, use specific examples (people, places, and events) to illustrate your statements.

Analytic Essay: Lesson 13

For this essay, you will use Patricia Crone's *Pre-Industrial Societies: Anatomy of the Pre-Modern World*. You will examine the major issues in the pre-modern world and write an essay discussing these issues in their relationship to the rise of the modern world.

Exams

Refer to Grading for specific information on assignment/exam points and percentages.

There are two exams for this course. They are not cumulative; each exam will cover material stipulated in the exam directions.

Each exam has two sections:

- An identification section that contains twelve (12) items. Choose only five (5) of the twelve to identify and explain the historical significance. This section accounts for 30% of the exam grade.
- An essay section that contains two (2) essay proposals. The essays are your opportunity to tell me everything you have learned in the section of the text pertaining to the exam. Be sure you address all aspects of the essay proposals you choose. Within each essay, support the statements you make with specific information (people, places, events, etc.).

You are allowed one and a half (1 ½) hours to take each exam. Note the value of each section and use your time accordingly. I recommend five minutes for each identification (for a total of twenty-five minutes). This leaves about forty minutes for each essay, which should be ample time to write a detailed essay. The essay section accounts for 70% of the exam.

Proctor Selection/Scheduling Exams

All exams require a proctor. At least 2 weeks prior to taking your first exam, submit the completed *Proctor/Exam Request Form* (available at uidaho.edu/isi, under *Forms*) to the ISI office. ISI mails all exams directly to the proctor after receiving the *Proctor/Exam Request Form*. You must schedule the examination time with your proctor prior to each exam. The proctor administers the exam and returns it to the ISI office.

Grading

The course grade will be based upon the following considerations:

There are a total of 700 points possible for the completion of this course. The twelve lessons are worth 25 points each for a total of 300 points, or approximately 42% of the final grade. The two exams are worth 150 points each, or 300 points total and approximately 42% of the final grade. The analytic essay is worth 100 points, or approximately 15% of the final grade.

<u>Assignment</u>	<u>Out of</u>	<u>Percentage</u>
12 Lessons	100 each	42.5%
2 Exams	100 each	42.5%
Analytic Essay	100	15%

The Grading Criteria for Exams are as follows:

Exam Essay Responses

- Accurately presents the material requested in the questions.
- Completely covers the breadth of issues posed in the questions.
- Refers to and integrates appropriate examples from the textbooks to illustrate statements.
- Reflects on the implications of the issues posed in the questions as they relate to a broad overview of history.
- Written in a legible and well-organized style with concepts and illustrative examples clearly articulated.

Exam Identifications

- A clear statement explaining the item.
- A statement that illustrates why the item is relevant or significant to the historical process; that is, the impact the item had on future developments.

The final course grade is issued after all assignments and exams have been graded. As it is the policy of the program that actual exams are not returned to ISI students, your instructor will contact you electronically (via BbLearn) with your grade and specific feedback on your exam.

Acts of academic dishonesty, including cheating or plagiarism are considered a very serious transgression and may result in a grade of F for the course.

About the Course Developer

Your course developer is Kenneth Faunce, an Adjunct Professor of History and American Studies at the University of Idaho. He received his Ph.D. in history and historical archaeology from the University of Idaho in 2000. He has taught a variety of courses at the University of Idaho and Washington State University in history, American studies, and anthropology. Before coming to the University of Idaho, he worked for the federal government for several years as an archaeologist and historian.

Contacting Your Instructor

Instructor contact information is posted in the *Course Rules* document on your BbLearn site.

Assignment Submission Log

Use this log to help you keep track of your progress through the course.

Lesson	Readings	Assignment	Date Submitted	Grade
1	Strayer, Ch. 1 Reilly, Ch. 1	2 Essays 10 Objective Questions		
2	Strayer, Ch. 2 Reilly, Ch. 2	2 Essays 10 Objective Questions		
3	Strayer, Ch. 3 Reilly, Ch. 3 & 4	2 Essays 10 Objective Questions		
4	Strayer, Ch. 4 Reilly, Ch. 6	2 Essays 10 Objective Questions		
5	Strayer, Ch. 5 Reilly, Ch. 5	2 Essays 10 Objective Questions		
6	Strayer, Ch. 6 Reilly, Ch. 7	2 Essays 10 Objective Questions		
Exam 1	It is time to make arrangements with your proctor to take Exam 1.			
7	Strayer, Ch. 7 Reilly, Ch. 8	2 Essays 10 Objective Questions		
8	Strayer, Ch. 8 Reilly, Ch. 9	2 Essays 10 Objective Questions		
9	Strayer, Ch. 9 Reilly, Ch. 10	2 Essays 10 Objective Questions		
10	Strayer, Ch. 10 Reilly, Ch. 13	2 Essays 10 Objective Questions		
11	Strayer, Ch. 11 Reilly, Ch. 11 & 12	2 Essays 10 Objective Questions		
12	Strayer, Ch. 12 Reilly, Ch. 14	2 Essays 10 Objective Questions		
13	Crone	Analytic Essay		
Final Exam	It is time to make arrangements with your proctor to take Exam 2.			

Lesson 1 First Farmers

Lesson Objectives

Keep the following objectives in mind while reading the text material and while writing the essays to be submitted for grading.

After completing this lesson, you should be able to:

- Understand the global societies before the rise of state-level societies.
- Discuss the environment and migrations of the early world.
- Recognize the importance of the rise of agriculture.
- Explain the connections between pastoral societies and farming societies.

Reading Assignment

Strayer, *Ways of the World*, Chapter 1

Reilly, *Worlds of History*, Chapter 1

Important Terms

Paleolithic
chiefdoms
Neolithic
migration

Homo sapiens
pastoralism
domestication
village society

Bering Strait
Aboriginal Rock painting

Lecture

Chapter 1 creates a bridge that connects early *Homo sapiens* to the first advanced civilizations. In the Paleolithic Age, humans lived in small communities and survived by hunting, fishing, and foraging. They were nomadic, moving from place to place to follow animal herds or vegetation cycles. During the Neolithic Age a major change occurred. People started to shift from hunting and gathering to systematic agriculture. This change led to the rise of state-level societies.

Many people of the **Neolithic Age** saw natural forces, both disruptive and passive, as being associated with the gods, who could control what people could not. As the new, larger communities developed, a relationship with the gods was deemed crucial for a community's success. In hunting and gathering societies, both men and women were responsible for finding food. Hunting, done primarily by men, was a sporadic food source. Most of the food came from gathering plants, which was done primarily by women. Women were held in high esteem in these societies and there was a rough equality between men and women. However, the gender arrangement was altered with the shift to systematic agriculture.

Written Assignment

Lesson 1 Assignment Instructions:

- Two written essays and the answers to ten identifications must be submitted for grading for this lesson.
- Each essay should be 3 double-spaced, typed pages.
- Be sure you address all aspects of the essay proposal, using information from the text.
- Also include some analysis and any conclusions you have reached based on what you have read.

Essays (70 points)

Essay 1: What were the similarities and differences of the cultures of Europe, Africa, Asia, and the Americas, and how did migration impact these cultures?

Essay 2: How did early agriculture develop, and what major changes impacted early societies?

Identifications (30 points)

Identify and explain the historical significance of the following terms. (Items on the exams will be chosen from these terms.)

1. Paleolithic
2. Neolithic
3. *Homo sapiens*
4. Domestication
5. Bering Strait
6. chiefdoms
7. migration
8. pastoralism
9. village society
10. Aboriginal rock painting