COURSE SYLLABUS

Course Number: WOH 1012

Prerequisite(s):

Course Title: History of Civilization to 1500

Course Credit: 3

Course Hours: 3

College: Arts and Sciences

Department: History and Political Science

Required Text(s): Duiker, William J. and Jackson J. Spielvogel. The Essential World History Vol. 1 To 1800.

Supplies:

Faculty Name: Dr. Kyle Eidahl

Term and Year: Summer 2008

Place and Time: Tuesday & Thursday 4:20-7:35

Office Location: 404 Tucker Hall

Telephone: (850) 599-3390

E-mail: kyle.eidahl@famu.edu

Office Hours

<table>
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<tr>
<th>Monday</th>
<th>Tuesday 3:00-4:00</th>
<th>Wednesday 3:00-4:20</th>
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Course Description

WOH 1012 is a general survey of World Civilization emphasizing the political, intellectual, economic, and cultural developments, which have helped shape our modern society. The course will cover the prehistoric period to 1500.

Course Purpose

It is necessary for all history and Social Science Education majors to have a firm understanding world history. With the increasing globalization of the world it is important for our students to have an understanding of the cultures, religions and political developments of peoples and nations outside of the United States. Only by understanding other cultures can we understand our position and role in the world.

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.
DIVERSITY

• CF 1
• Through this focal area, the FAMU professional education candidate will:

| CF: 1.1(K) | Understand diverse backgrounds of individuals. | F: 5, 6, 7 | I: 3 |
| CF: 1.2(S, D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5, 7 | I: 3, 8 |
| CF: 1.3(S, D) | Accept and foster diversity. | F: 5, 6 | I: 3, 8 |
| CF: 1.4(S) | Practice strategies such as: acceptance, tolerance, mediation & resolution. | F: 5, 6 | I: 3 |
| CF: 1.5(K, S) | Establish a comfortable environment in which all students can learn. | F: 5, 7, 9, 10 | I: 5 |

TECHNOLOGY

• CF 2
• Through this focal area, the FAMU professional education candidate will:

| CF: 2.1(S) | Use of available technology and software to support student learning. | F: 4, 12 | I: 6 |
| CF: 2.2(S) | Use technology to manage, evaluate and improve instruction. | F: 1, 4, 10, 12 | I: 6, 7 |

VALUES

• CF 3
• Through this focal area, the FAMU professional education candidate will:

| CF: 3.4(D) | Be committed to individual excellence. | F: 3, 9 | I: 5, 9 |
| CF: 3.5(D) | Recognize the importance of peer relationships in establishing a climate for learning. | F: 7, 2 | I: 5, 10 |
CRITICAL THINKING

• CF4
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 4.3 (D)</th>
<th>Values critical thinking and self-directed learning as habits of mind.</th>
<th>F: 4</th>
<th>I: 1, 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.4 (K)</td>
<td>Acquire performance assessment techniques and strategies that measure higher order thinking skills of student.</td>
<td>F: 1, 4</td>
<td>I: 1, 8</td>
</tr>
<tr>
<td>CF: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 8</td>
<td>I: 4</td>
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PROFESSIONALISM

• CF 5
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 5.1 (K)</th>
<th>Know the content</th>
<th>F: 8</th>
<th>I: 1</th>
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<tbody>
<tr>
<td>CF: 5.2 (S)</td>
<td>Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
<td>F: 7, 9</td>
<td>I: 7</td>
</tr>
<tr>
<td>CF: 5.3 (D)</td>
<td>Demonstrate commitment to professional growth &amp; development.</td>
<td>F: 3, 7</td>
<td>I: 9</td>
</tr>
<tr>
<td>CF: 5.5 (S)</td>
<td>Construct learning opportunities that support student development &amp; acquisition of knowledge &amp; motivation.</td>
<td>F: 7</td>
<td>I: 5</td>
</tr>
<tr>
<td>CF: 5.6 (S)</td>
<td>Display effective verbal &amp; non-verbal communication techniques to foster valuable interaction in the classroom.</td>
<td>F: 2</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 5.7 (S, D)</td>
<td>Display appropriate code of conduct including dress, language, and respective behavior.</td>
<td>F: 9</td>
<td>I: 5, 9</td>
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URBAN/RURAL EDUCATION

• CF6
• Through this focal area, the FAMU professional education candidate will:

| CF: 6.3 (K) | Understand the conditions of both rural and urban students and families. | F: 5, 11 | I: 2, 3 |

Overall Goals of the Course

The students will develop:

1. The ability to master facts, concepts, and generalizations about World History.
2. The ability to enhance their problem-solving and critical-thinking skills.
3. The ability to write historical essays.
4. An awareness of the unique cultures, religious traditions and values that constitutes the human heritage.
5. An understanding of theories of causation.
6. An awareness of the importance of history for understanding ourselves and our society.
7. A respect for cultures, which differ from their own.

Specific Behavioral Objectives
The students will:

1. Develop an understanding of the differing interpretations of human evolution.
2. Understand the importance of the Neolithic Revolution and the importance of Agriculture to the development of human civilization.
3. Be able to discuss the definition and origins of civilization, the similarities and differences among the major ancient Near Eastern civilizations in Mesopotamia and Egypt.
4. Explain why Greek civilization evolved differently from ancient Near Eastern and analyze the lasting contributions of the ancient Greeks.
5. Be able to discuss the origins of ancient Chinese and Indian civilizations and how their beliefs, society, religion and government compared to other cultures.
6. Understand the Rise of Roman civilization and their lasting contributions to world culture and civilization.
7. Be able to discuss the rise of and success of early Christianity.
8. Understand the development of cultures and civilizations in ancient Africa and the Americas.

**National, State, and PEU Standards Addressed in the Course**

**Interstate New Teacher Assessment and Support Consortium (INTASC) Standards**

**Standard 1: Subject Matter**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Standard 3: Diverse Learners**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

**Standard 4: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Standard 5: Learning Environment**
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication**
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard 7: Planning Instruction**
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Standard 8: Assessment**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Standard 9: Reflection and Professional Development**
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
Florida Educator Accomplished Practices (FEAPs)

1. ASSESSMENT
   1.1 The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students’ instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.

2. COMMUNICATION
   2.1 The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques, which she/he will use in the classroom.

3. CRITICAL THINKING
   4.1 The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

5. DIVERSITY
   5.1 The preprofessional teacher establishes a comfortable environment, which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

6. ETHICS
   6.1 The preprofessional adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

8. KNOWLEDGE OF SUBJECT MATTER
   8.1 The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

12. TECHNOLOGY
   12.1 The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

Florida Teacher Certification Examination (FTCE)
Subject Area Examination (SAE) Competencies and Skills

1. Knowledge of Geography
   2. Identify the natural processes that shape the Earth’s physical and human systems.
   3. Identify physical and cultural features (e.g., communities, language, political and economic institutions).
   4. Analyze and interpret geographic information from maps, charts, and graphs.

3. Knowledge of Political Science
   6. Compare elements, structures, and functions of various political systems.

4. Knowledge of World History
   1. Compare prehistoric cultures and early civilizations (e.g., Mesopotamia, Egypt, Indus Valley, China).
   2. Compare ancient civilizations (e.g., Greek, Roman) and their impact on Western civilization.
   3. Identify the cultural, political, and economic development of African, Asian, and Mesoamerican societies.
   4. Differentiate between the Middle Ages, Renaissance, and Reformation periods.
   5. Identify the major contributions of Western and non-Western civilizations during the Middle Ages, Renaissance, and Reformation periods.
   14. Identify major world religions and ideologies and their impact on world events.
6. Knowledge of Social Science and its methodology

2. Identify social science concepts (e.g., culture, class, technology, race, gender).
6. Evaluate and interpret examples of primary source documents to show historical perspective.

**Topical Outline**

I. Prehistory
II. Neolithic Revolution or Origins of Agriculture
III. Evolution of Socially Complex Cultures
IV. Mesopotamia “land between the rivers”
V. Ancient Egypt
VI. The Hebrews
VII. Ancient China and India
VIII. Crete (Minoan Civilization)
IX. Ancient Greece
X. Greek Science and Philosophy
XI. Hellenistic Age
XII. Rome
XIII. Origins of Christianity
XIV. Ancient Africa and the Americas

**Teaching Methods**

Lecture/Discussion Approach
Inquiry/Problem Solving Approach

**Course Evaluation**

**Grading**

Exams:
There will be two exams.
   1st Exam- 50% Thursday, 29 May.
   2nd Exam- 50% Thursday, 19 June.

Exams will include essay and map sections.
Make-up exams will only be given to students with legitimate excuses.

**Course Policies**

**Attendance Policy:**
Roll will be taken every class period. If you come late, you will be counted as absent. After three absences your grade will be dropped by one letter. After four absences you will receive an "F."
You are responsible for material missed due to absence.

**Students With Disabilities:**
Students with disabilities covered by the Americans with Disabilities Act should follow these steps: (1) Provide documentation of their disability to the FAMU student disability resource center. (2) The first week of class, bring a statement from the FAMU student disability resource center to your instructor indicating that you have registered with FAMU student disability services. The statement should indicate the disability and the special accommodations that will be required.

**Academic Honesty:**
It is your responsibility to know the university’s policy on Academic/Intellectual honesty (Section 6C3-2.012(10)(s) of the FAMU Student Handbook). “Plagiarism is defined as the use of intellectual material produced by another person without acknowledging its source. This includes, but is not limited to:
(a.) Copying from the writings or works of others into one's academic assignment without attribution, or submitting such work as if it were one's own.
(b.) Using the views, opinions, or insights of another without acknowledgment.
(c.) Paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution.”

Source: http://www.lib.berkeley.edu/instruct/guides/citations.html

Warning:

All cases of dishonesty on exams and/or plagiarism on written assignments will result in an ‘F’ for the course and possible dismissal or suspension from the university. The university academic honor code regarding all forms of academic misconduct will be enforced and punished by the severest penalties allowable. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “…be honest and truthful and…[to] strive for personal and institutional integrity while at Florida A&M University.”

Students taking classes in the Department of History here at FAMU are expected to abide by the Honor Code and its standards of academic honesty. One of the most important issues that history majors must deal with is plagiarism. There should be some discussion of plagiarism in every history class you take at FAMU. For a fuller discussion of this topic, see the very useful website put together by the American Historical Association:
http://www.historians.org/pubs/free/professionalstandards.cfm#Plagiarism

Gordon Rule Requirement:
This rule applies to all students prior to receipt of an Associate in Arts degree from a Florida public community college or university or prior to entry into upper division of a Florida public university. For the purpose of this rule, a grade of "C" or better shall be considered successful completion. All students entering FAMU are required to meet the Gordon Rule requirement. In order for this class to meet its portion of the Gordon Rule requirement, at least 3,000 words must be written and submitted. For further information, visit the following web sites:
http://www.firn.edu/doe/rules/6a-103.htm

Family Educational Rights & Privacy Act (FERPA):
Federal law gives students two rights concerning their education records kept by the university. The federal law is called the Family Educational Rights and Privacy Act, also known as FERPA or the Buckley Amendment. First, it requires the university to keep those records private. There are exceptions for emergencies, court orders, university officials who have a need to know, etc. Second, it provides that students have the right to inspect records about themselves that are maintained by the university. Pursuant to FERPA, the U.S. Department of Education has enacted legally binding regulations that set out in detail what are student's rights with respect to their education records. For further information, visit the following web site:

Tentative Course Calendar

1st Exam- 50% Thursday, 29 May.
2nd Exam- 50% Thursday, 19 June.