

## **HIS110 World Civilizations I (3 Units) Department of History and Political Science**

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**Office hours: T/Th 10:45 AM ~12:30 PM or by appointment)**

Meeting days/times/location (T,Th 08:00a~9:15a, LBRT 202)

### **PLNU Mission- To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**Course Description:** History 110 is the survey of the history of world societies from prehistory to 1500 A.D. This course will concentrate on the world's major societies and will offer an integrated introduction to their political, social, economic, and cultural development. The course challenges students to think, to analyze factors that caused change, to trace long-term trends in social, political, and economic life, to explain why events turned as they did, and to evaluate conflicting interpretations of facts. Students are challenged to relate the past to the present.

### **COURSE DESCRIPTION**

History 1010 is the survey of the history of world societies from prehistory to 1500 A.D. This course will concentrate on the world's major societies and will offer an integrated introduction to their political, social, economic, and cultural development. The course challenges students to think, to analyze factors that caused change, to trace long-term trends in social, political, and economic life, to explain why events turned as they did, and to evaluate conflicting interpretations of facts. Students are challenged to relate the past to the present.

### **INSTITUTIONAL LEARNING OUTCOMES**

#### **1. Learning, Informed by our Faith in Christ**

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

#### **2. Growing, In a Christ-Centered Faith Community**

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.

#### **3. Serving, In a Context of Christian Faith**

Students will serve locally and/or globally in vocational and social settings.

### **HISTORY PROGRAM LEARNING OUTCOMES**

Students who complete the program in History will be able to:

- Complete a substantial historical project autonomously.

- Demonstrate the relationship between primary and secondary materials by assessing a historian's work and recognizing the evidence used to construct that historical argument.
- Present and analyze, in written or oral presentation, different perspectives on an event from the past.
- Have an academic transcript that shows courses with content that ranges over time, space, culture, and qualitative and quantitative historical methods.
- Find appropriate materials online, in a library, or in the community and know how to cite them.

## **COURSE LEARNING OUTCOMES**

The following student learning outcomes will be met in this course:

Students completing this class should be able to:

1. analyze significant primary texts concerning early world civilizations.
2. evaluate political, geographic, economic, social, cultural, religious, and intellectual institutions, structures, and processes across a range of historical periods and cultures.
3. identify and analyze traditions of citizenship and governmental responsibilities to citizens.
4. develop effective communication skills by sharing their interpretations of the past in a variety of written and/or oral assignments.
5. examine historical developments with a particular emphasis on values and ethical choices, in light of being responsible citizens.

Learning Outcome is assessed through measures such as examinations (objective and/or essay), writing assignments, quizzes, and participation in discussions.

***General Education Learning Outcome:*** *Students who complete this GE course will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts. Assessed with various assignments.*

### **Required Texts:**

Jaeyoon Kim, *Essentials, Links, and Influences: Timeless Readings from World Civilizations to 1500* (Second Edition), Cognella, 2020

Robert van Gulik, *Judge Dee at Work: Eight Chinese Detective Stories* (University of Chicago Press).

**Format:** The general format of this course will be lectures, discussions, and films on each class. Regular class attendance and, for most students, energetic note taking are required. I am a firm believer that listening and note taking are important and overlooked skills in the educational experience. For each lecture, I will identify a number of **key terms**, which should help to highlight the most significant points of the lecture. These terms, taken cumulatively, are the building blocks of important analytical skills and you will be tested on them. During lecture, you are encouraged to ask questions. If you miss a lecture, then you need to copy the notes from one of your classmates.

## Course Grading, Exams, and Assignments:

### Reading Assignments and Discussions (250 Points)

You are expected to engage with weekly readings carefully and critically and participate actively in class discussions. Failure to attend class and participate in discussion will result in a deduction from your final grade. You should use assigned readings from your texts as guides for discussion. Students should bring their assignments and readings to the class. Each week students will also upload answers from assignments and participate in online discussions with classmates that are related to the week's readings. You need to answer the questions from your assigned readings and post 2 participatory replies to other students' posts. You must submit your initial post before you will see your peer's posts. **Discussions and participations represent 25% of the overall course grade.**

### Group Project

The purpose of the assignment is to make the student research, analyze and explain the historical significance of various topics through its references from main reading assignment, *Judge Dee*. **The Group Project represents 30% of the overall course grade.**

- **Group Project Online Discussions (80 Points):** You will need to read *Judge Dee at Work: Eight Chinese Detective Stories* for your book review group project. Your project must focus on **topic/theme** described in Judge Dee. (Your group topic/theme is assigned on Canvas) Each group member must find particularly interesting or helpful, referring liberally to specific passages from the book to illustrate the topic/theme (be sure to note the page and line numbers so that your classmates can locate cited passages easily). Please post references and also post participatory replies to analyze the references. For example, if your group topic/theme is "Chinese Culture," and a group member Jae posted a reference from page 2, chapter 1, "Judge Dee gave a sign to clerk to refill the teacups," (p.2) you need to analyze this reference to mention about Chinese culture on tea drinking and post your reply. Research about the tea drinking in China using all kinds of secondary sources. Each group member must find references and research findings related to referenced quotes. **Like a whole class discussion, you need to post your own findings of references/examples. Then, you need to post 2 participatory replies (analyzing the references/examples) to other students' posts. To find out your group members, click People tab and click group tab from your Canvas to search your group members' names.**
- **Book Review Group Presentation Video-Reconstruction of the Past (150 Points):** You will need to read a *Judge Dee at Work: Eight Chinese Detective Stories* for your book review group presentation. Your group presentation should be based mostly on the *Judge Dee at Work* on reconstruction. You could use supplemental sources such as your textbook, history books, or internet sources to support your presentation. But your presentation **must be** based on the historical sources, and you must include one page of citations. You need to collaborate with your group members and create a video presentation and upload your presentation video via Canvas. Everyone is supposed to participate in the presentation.
- **Final Group Project Paper (70 Points):** **You need to collaborate together with your group member using on Google Docs. (Invite your instructor to your Google Docs). Use your group's previous posts to write a final reflective essay on your assigned theme/topic. (3~4 pages). I encourage you to contact your group**

**members either through Zoom or through any tools to discuss about your paper. And upload your final paper through Canvas! The essay must focus on your group theme/topic from your book to reconstruct Chinese past immortalizing the present, or imagining the future. Quotes are encouraged and their historical significance must be explained. The assignment's purpose is to make the student research and explain the main topic through its references from the book. Do not retell the narrative. Assume that the audience already knows the book's plot and wants to know why it is significant.** You prove your collaborate paper by giving examples drawn from historical materials. So your paper **must quote or bring examples from your book and from valid historical sources.** Any paper without proper citation form will fail. When you are writing and contributing your work on Google Doc, please type your name at the end of your contribution. Here are examples you can follow.

Robert van Gulik retells the stories of Judge Dee, a master-detective of Ancient China, and his attendants' cases from their service in four different provinces during the Tang dynasty. (Jaeyoon Kim 06/09)

Later, if you are editing the above sentence, please add your name after the 1st author like **(Jaeyoon Kim 06/09, Revised by Mary Jones 06/10).**

Please bring lots of references from the book to analyze your theme/topic. Here I am giving you another example;

As seen in the book of *Judge Dee at Work* tea culture was well settled in and it was mentioned frequently and thoroughly, "The third floor of the West tower had been converted into a small tea house. He would have his morning tea there, then walk back to the tribunal." (Pg. 46) **(Jaeyoon Kim 06/09)**

You could embellish the above sentence bringing more references;

As seen in the book of *Judge Dee at Work* tea culture was well settled in and it was mentioned frequently and thoroughly, "The third floor of the West tower had been converted into a small tea house. He would have his morning tea there, then walk back to the tribunal." (Pg. 46), "Then he idly surveyed the room. On the center table of carved rosewood stood a tea tray with two tea cups." (Pg. 4) **(Mary Jones 06/10).**

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\* Stay within 3~4 pages. Be clear and concise. It keeps the amount of grading the same!  
Thank you.

\* Please do not copy & paste (plagiarize or cheat). This will result in a NC or "0".

The Analysis follows MLA, APA, or Chicago-style formatting for citations and paragraph structure.

- Few to no grammatical and citation errors are present.

**Examinations (450 Points):** 2 exams will be presented during the semester. Each examination will include:

- a) An objective section consisting of multiple-choice based mostly upon the readings from the text and from your lectures.
- b) An essay section in which students are called upon to identify and explain historical significance of the questions.
- c) 1<sup>st</sup> exam worth 200 points and 2<sup>nd</sup> worth 250 points.

**Make-ups:** Make-up examinations, quizzes, and assignments are both burdensome on me and unfair to the remainder of the class, and for both reasons make-ups are not readily given. Exceptions for good cause are allowed, but you should be prepared to provide written verification of any incident preventing you from not taking an exam on the designated day. Make-up exams may have a different format from the original one.

### **LATE ASSIGNMENTS**

All assignments are to be submitted by the due dates. There will be a 10% reduction of possible points for **each day** an assignment is late and assignments will **not be** accepted for credit four days after the due date. If missing assignments result in the failure to meet learning outcomes, students may receive a letter grade reduction on the final grade in addition to the loss of points for missing work. Assignments will be considered late if posted after the due date and time using Pacific Standard Time. No assignments will be accepted after midnight on Sunday night, the last day of class.

Exceptions for extenuating circumstances must be pre-approved by the instructor and the program director.

### **Course Policies**

This class will follow the academic policies of PLNU as outlined in the Student Handbook and the Undergraduate Catalog.

### **COURSE CREDIT HOUR INFORMATION**

#### **Distribution of Student Learning Hours**

It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their course work. The time expectations for this course are shown below:

<b>Category</b>	<b>Time Expectation in Hours</b>
Required Readings	45 Hours

Discussions and Group collaborations	30 Hours
Assignments and Tests	45 Hours
<b>Total Hours</b>	120 Hours

**Students must complete the required program hours in the major (program) from Point Loma Nazarene University with a minimum grade of “C” in each course and an overall 2.00 grade point average.**

### **STATE AUTHORIZATION**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student’s responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State AuthorizationLinks to an external site.](#) to view which states allow online (distance education) outside of California.

### **ASSESSMENT AND GRADING**

Student grades will be posted in the Canvas gradebook no later than midnight on Tuesday of each week beginning in Week Two of this course. Final grades will be posted within ten days of the end of the class. Multiple measures of evaluation are used in the course, allowing students opportunities to demonstrate their learning in more than one way, and giving consideration to individual learning styles. Course components that will be evaluated include:

### **PLNU COPYRIGHT POLICY**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **PLNU ACADEMIC HONESTY POLICY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one’s own when in reality they are the results of another person’s creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog.

During the first week of class, students will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, students will be verifying all assignments completed in this course were completed by them. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations or adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in Rm. 312C at the Mission Valley Regional Center via [DRC@pointloma.edu](mailto:DRC@pointloma.edu) ([Links to an external site.](#)) or 619.849.2533. The DRC's policies and procedures for assisting such students in the development of an appropriate Accommodation Plan (AP) allows PLNU to comply with Section 504/508 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required and official disability documentation, the DRC will contact the student within 15 business days to schedule an AP meeting. During the AP meeting an Accommodation Plan will be established to meet the student's specific disability-related needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each quad/semester. The AP must be implemented in all such courses by faculty. All questions should be directed to the DRC for clarification.

### **PLNU ATTENDANCE AND PARTICIPATION POLICY**

Students taking online courses are expected to attend each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded activity in the course. **(Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.)**

Students who do not attend at least once in any 3 consecutive days will be issued an attendance warning. Students who do not attend at least once in any 7 consecutive days will be dropped from the course retroactive to the last date of recorded attendance.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor.

### **PLNU SPIRITUAL CARE**

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian

faith. At the campus we have an onsite chaplain who is available during class break times across the week. There are resources for your Christian faith journey available at the Office of Spiritual Development ([Links to an external site. https://www.pointloma.edu/opportunities/spiritual-development](https://www.pointloma.edu/opportunities/spiritual-development)[Links to an external site.](#)).

## PLNU USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information.

*Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.*

## COURSE SCHEDULE AND ASSIGNMENTS

The table below lists course assignments and their due dates. Click on any assignment to review it.

Topic	Readings	Assignments
Week One (08/18) Introduction to the course What is History and Why?		
Week One (08/20) Introduction to the course What is History and Why?		
Week <b>Two</b> (T. 8/25) Mesopotamian Civilization Empires in Near East/Egypt	Chapter 1	
Week <b>Two</b> (Th. 8/27) Mesopotamian Civilization Empires in Near East/Egypt	Chapter 1	
<b>Week Three</b> (T. 9/01) Early Indian Society	Chapter 2	
Week <b>Three</b> (Th. 9/03) Early Indian Society	Chapter 2	
<b>Week Four</b> (T. 9/08) Early China	Chapter 3	
Week <b>Four</b> (Th. 9/10) Early China	Chapter 3	
<b>Week Five</b> (T. 9/15) Greek Experience	Chapter 4	
Week <b>Five</b> (Th. 9/17) Greek Experience	Chapter 4	
<b>Week Six</b> (T. 9/22) Roman Empire	Chapter 5	
Week <b>Six</b> (Th. 9/24) Roman Empire	Chapter 5	



<b>Week Seven</b> (T. 9/29) Early East Asia	Chapter 6	
<b>Week Seven</b> (Th. 10/01) Early East Asia	Chapter 6	
<b>Week Eight</b> (T. 10/06)	<b>1<sup>st</sup> Examination</b>	(Week 1 ~Week 6)
<b>Week Eight</b> (Th. 10/08)	<b>1<sup>st</sup> Examination</b>	(Week 1 ~Week 6)
<b>Week Nine</b> (T. 10/13) Christians and Barbarians	Chapter 7	
<b>Week Nine</b> (Th. 10/15) Christians and Barbarians	Chapter 7	
<b>Week Ten</b> (T. 10/20) Faith of Islam	Chapter 8	
<b>Week Ten</b> (Th. 10/22) Faith of Islam	Chapter 8	
<b>Week Eleven</b> (T 10/27) African Kingdom Mongols	Chapter 9 and 10	
<b>Week Eleven</b> (Th 10/29) African Kingdom Mongols	Chapter 9 and 10	
<b>Week Twelve</b> (T 11/03) Medieval Asia	Chapter 10 and 11	
<b>Week Twelve</b> (Th 11/05) Medieval Asia	Chapter 10 and 11	
<b>Week Thirteen</b> (T 11/10) Medieval Europe	Chapter 12	
<b>Week Thirteen</b> (Th 11/12) Medieval Europe	Chapter 12	
<b>Week Fourteen</b> (T 11/17) American Civilizations	Chapter 13	
<b>Week Fourteen</b> (Th 11/19)	Chapter 13	<b>Examination (10:30am)</b>
<b>Week Fifteen</b> (T 11/24)	Chapter 13	<b>Examination (7:30am)</b>
<b>Week Fifteen and Sixteen Group Presentation</b>	Group Presentation Video and Paper due date (12/03)	