| Course Title (Credits) | | **HMN 105: Introduction to History Section 2** (4 credits) – TBA |
| --- | --- | --- |
| TC Course Designation | | N/A |
| **Content Teacher** | | |
| Instructor(s) | **Félix A. Jiménez Botta, PhD.** | |
| E-mail address | fjimenez@sky.miyazaki-mic.ac.jp | |
| Office/Ext | Room 211 | |
| Office hours | MW 16:10 – 17:15 or by appointment | |
|  | | |
| **Language Teacher** | | |
| Instructor(s) | **Stephanie Keith Lim** | |
| E-mail address | slim@sky.miyazaki-mic.ac.jp | |
| Office/Ext | 1-403 / 3729 | |
| Office hours | T/W/Th, 4:15-5:15 | |
|  | | |

| **Course Description** | | |
| --- | --- | --- |
| In this course, students will learn about the basic concepts of studying global history. For example, students will learn what is and what isn’t history and how multiple perspectives simultaneously exist. They will also learn how to develop an argument, learn different viewpoints of history, and learn about analyzing visual sources. Students will apply this knowledge as they study world history from ancient times to the early medieval period. | | |
| **Course Goals/Objectives:** | | |
| **COURSE OBJECTIVES:**  **Content Goals**   * Students will understand why history changes, and how it can inform them about our past present, and even future. * Students will gain an understanding of how different perspectives shape history. * Students will be able to explain what history is and what it is not. * Students will be introduced to the study of civilizations from a global perspective, by studying the roles of the Egyptian, Mesopotamian, Greek and Persian civilizations in world history. * Students will be able to identify the differences and similarities between the Roman and Han Chinese Empires. * Moreover, they will grasp the world historical role of religion, in particularly Confucianism, Christianity, and Islam.   **Critical thinking goals**   * Students will be able to understand historical topics from varying perspectives. * Students will discuss with other students their analysis and understanding of concepts.   **Language goals**   * Students will be able to present information in a clear and professional manner. * Students will be able to understand vocabulary related to concepts used in studying history and write sentences and short passages using such vocabulary or phrases. | | |
| Course Schedule: Subject to Change | | |
| Class | Topic | Content |
| 1 | Introduction and Brief overview of the course. | Discussion: Goals for the class; Explanation of syllabus;( syllabus comprehension check); What is history? How is it different from the history studied in high school? |
| 2 | Theme 1: Theory of history and World History | Reading and Discussion: What is history about? Why study world history in particular? (comprehension check worksheet?) |
| 3 | Theme 1: Theory of history and World History | Vocabulary and Discussion: Think-Pair-Share |
| 4 | Theme 2- History as a study of various perspectives | “Roshomon”- The four perspectives.  Discussion (Quizlet vocabulary review) |
| 5 | Theme 2- History as a study of various perspectives | “Roshomon”- The four perspectives.  Discussion |
| 6 | Theme 2- History as a study of various perspectives | “Roshomon”- The four perspectives. |
| 7 | Theme 3- Sources | Working with Images and Artifacts  (Quizlet vocabulary review) |
| 8 | Theme 3- Sources | Working with Images and Artifacts,  **1st In-Class Quiz – Google Form.** |
| 9 | Theme 4 – The Stone Age and the Agricultural Revolution | Paleolithic Lifeways and migrations  Discussion, Working with Maps |
| 10 | Theme 4 – The Stone Age and the Agricultural Revolution | Breakthroughs to Agriculture |
| 11 | Theme 4 – The Stone Age and the Agricultural Revolution | The Globalization of Agriculture  (Quizlet vocabulary review?) |
| 12 | Theme 5 – First Civilizations | The Emergence of Civilizations: Civilization, what’s in a word? |
| 13 | Theme 5 – First Civilizations | The emergence of states and inequality |
| 14 | Theme 5 – First Civilizations | The Egyptian Civilization |
| 15 | Theme 5 – First Civilizations | Mesopotamia and Mesoamerica  (Quizlet vocabulary review)  **2nd Quiz** – Google form. |
| 16 | Theme 6 – Clash of Civilizations and Empires: Greece vs. Persia | What is an Empire?  The Persian Civilization and Empire. |
| 17 | Theme 6 – Clash of Civilizations: Greece vs. Persia | The Greeks |
| 18 | Theme 6 – Clash of Civilizations: Greece vs. Persia | The Clash: The Greco-Persian Wars and the Alexandrine Empire |
| 19 | Theme 6 – Clash of Civilizations: Greece vs. Persia | The Hellenistic Era: The Greek contribution to the Mediterranean World  (Quizlet vocabulary review) |
| 20 | Theme 7 – Empires Compared | Rome: From City-State to Empire |
| 21 | Theme 7 – Empires Compared | China: From Warring States to Empire |
| 22 | Theme 7 – Empires Compared | Consolidating Empires |
| 23 | Theme 7 – Empires Compared | Decline and Collapse  (Quizlet vocabulary review)  **3rd Quiz** – Google form. |
| 24 | Theme 8 – Religions Across the World | China’s Search for Order: Confucianism |
| 25 | Theme 8 – Religions Across the World | The Buddhist Challenge |
| 26 | Theme 8 – Religions Across the World | Judaism and the origins of Christianity |
| 27 | Theme 8 – Religions Across the World | Christianity and Empire  (Quizlet vocabulary review) |
| 28 | Theme 8 – Religions Across the World | The rise of Islam |
| 29 | Theme 8 – Religions Across the World | The worlds of Islam  **4th Quiz – Google form.** |
| 30 | Final Review | Bring notebooks and questions. |
|  |  |  |
| Required Materials:   * Ring-binder – students are encouraged to print out and keep all handouts organized. * Pencils, Highlighters, Pens * A laptop (students without one can utilize them at computer labs). | | |
| **Course Policies (Attendance, etc.)** | | |
| As a student in this course, you have the following responsibilities:   1. For the first month we will meet online only, so you must be on your best online behavior. 2. Check your email at least once a day. 3. To attend all classes and be there on time. 4. To participate actively as a member of the class. 5. To complete and hand in all assigned work on the Moodle on time. Late assignments will be accepted **for only one** **week** after the deadline with a **20% reduction** in points earned. 6. To organize class handouts in a binder. 7. More than **four unexcused absences** will lead to our recommendation for your withdrawal from the course. 8. If you miss class more than five times you will be forced to withdraw. Unexcused absences will result in a **1-point reduction of your final grade per missed class.** 9. Please tell me in advance if you have to miss class. It is **your responsibility** to find out about missed assignment when you are absent. **Email** **before the next scheduled class**. Being absent is not an excuse for failing to turn in assignments on time**.** | | |
| **Preparation and Review** | | |
| Students are expected to spend on hour on preparation and one hour on review for each class period. Go over your notes and restate them in your own words. Mark any vocabulary you don’t know and make a list. Note any questions you have and ask me in the next class period. | | |
| **Grades and Grading** | | |
| **GRADING**  Participation and in-class Assignments 20 %  Written Assignments 40 %  Quizzes (4- 10% each) 40 %  Total 100% | | |
| **Methods of Feedback:** | | |
| Feedback on all assignments, in principle, be given within one week. | | |
| **Diploma Policy Objectives:** | | |
| Work completed in this course helps students achieve the following Diploma Policy objective(s):  1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought).  2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations.  3. The ability to identify and solve problems.  4. Advanced communicative proficiency in English. | | |
| Note: | | |
|  | | |

**Critical thinking**

| Advanced | Student is able to apply the concepts taught in class to historical readings, question her or his previous ideas about history, look at history from more than one perspective, contribute insightfully and display creativity in class discussion and assignment responses. |
| --- | --- |
| Proficient | Student is able to understand the concepts taught in class and sometimes apply them to historical readings. Student contributes to class discussion. |
| Developing | Student is able to understand the concepts taught in class. |
| Emerging | Student does not understand the concepts taught in class. |

**English**

| Exemplary | Student’s oral and written English shows signs of risk-taking and is relatively free of careless errors. |
| --- | --- |
| Good | Student’s oral and written English is relatively free of careless errors. |
| Acceptable | Student makes many errors in writing OR minimal contributions to class discussion. |
| Unacceptable | Student makes many errors in writing AND minimal contributions to class discussion. |

