

Course Syllabus

HISTORY 101: HISTORY of CIVILIZATIONS: Cultural Traditions

Instructor: Robert A. Doan

Office Hours -- By appointment

E-mail: rdoan@bellevuecollege.edu

Office: B 106, Ph. # 3137

Course Description: The purpose of this course is to explore the origins, evolution, and varieties of World Civilizations from their origins (c. 3000 BCE) up to the start of the Middle Ages (c. 1000CE). The civilizations to be examined are thus defined as “ancient” ones, but this does not mean they do not represent important aspects of our present legacy or reveal a great deal about our present culture. Indeed, all of these civilizations developed ideas, philosophies, religions, social values, and techniques that we may still learn from. Indeed, aspects of our “modern” world that have origins in the “ancient” world include:

government; organized religion; writing; mathematics; money;
taxes; bureaucracies; monotheism; music; science;
commerce; law; rational thought; art; astronomy.

Unfortunately, corruption, warfare, repression, anxiety, greed, and exploitation also must be included in this list. In fact, our society differs little from ancient ones in possessing most of these features. Thus, this course is really a look at why we adopted the civilization(s) we all now live under and why they evolved as they did.

The prime focus of this course will not be on the names and dates of dynasties, kings, rulers, battles, etc. (though SOME will be discussed and tested upon), but rather on expanding the student’s worldview concerning the nature of civilization, its varieties, advances and failures, so as to allow greater perspective when interpreting our present world. While the former aspects, as well as change over time (i.e., history) will not be ignored, comparison and understanding of the varieties of societies, cultural values, religions, and philosophies of the civilizations concerned will be emphasized.

Learning Outcomes:

- Analyze relevant causes and effects through the media of written essays and oral analysis.
- Describe and explain the origins and development of early bronze age civilizations such as Mesopotamia, Egypt, the Indus Valley, and North China in the following ways
 - o Describe and explain the major accomplishments of the early bronze age civilizations – such as their political structures; economic and commercial systems; social stratification; gender relations; religious and philosophical beliefs; scientific and technological innovations; military and diplomatic systems; plastic and literary artistic achievements

- o Identify the major causes leading to the decline or collapse of early bronze age civilizations
 - Compare the historical conditions and experiences of different human communities during the ear of the bronze age.
 - Describe and explain the global historical developments at the time of the transition from the bronze age to the iron age by:
- o Investigate the development of kingdoms and Empires and the rise of smaller kingdoms and states such as; New Kingdom Egypt; the Hittities; the Hebrews; the Phoenicians; Minoans; Mycenaeans; Assyrians; Persians.
- o Investigating the emergence of Aryan civilization in India and the Zhou dynasty in China
- o Analyzing the major accomplishments of these empires and smaller states, using the categories outlined above and assessing the significance of their contributions in historical context.
- o Compare the historical conditions and experiences of the above societies of the late bronze and early iron ages.
- o Identifying and explaining the reasons for the collapse or failure of these states or societie
 - Describe and explain the rise and development of the world’s classical civilizations – such as Greek, Hellenistic, Roman, Chinese, Indian in the following ways:
 - Analyzing the major accomplishments of the classical civilizations using the categories outline above and assessing the overall contribution and impact their achievements in global historical context.
 - Comparing the historical development and experiences of these classical civilizations.
 - Identifying, evaluating and comparing the factors leading to the decline or collapse of the classical empires of Rome, India and China and assessing the impact of their decline or fall in global historical context.
 - Describe and explain the emergence of the early post-classical civilizations and cultures, such as Byzantium; the rise of Tang and Sung China; early Western Europe; the rise of Islam and the expansion of the Arab Empire during the early middle ages in the following ways.
 - Analyzing the accomplishments of the early post-classical cultures using the categories outlined above and assessing overall contribution and impact of their achievements and influence in global historical context.
 - Comparing the historical development and experiences of these early post-classical cultures.

Additional outcomes. To be able to answer the following questions:

- Why did civilization begin, and what functions does it serve?
- How did various ancient civilizations resemble or differ from each other?
- How and where did civilization spread and evolve new forms?
- Why did most civilizations fail to endure?

- What aspects of the ancient world are still found in our present society?
 - What can we learn from the 'Ancients'?
 - How did each civilization interpret their physical world, their society, and the non-physical realms (i.e., religion and philosophy)?
3. To hone the skills of reading comprehension, clear writing, and useful note taking.
5. To develop basic library and research skills.
- Learning Philosophy**- Learning is a multifaceted process. In addition to the necessity of reading and making a solid effort to comprehend the reading, it also involves critical thinking, student/student and student/instructor dialogue and discussion, and collaborative learning. I expect us all to make an effort in all these areas by doing the reading and by engaging in discussion and group activities. I also will be available to facilitate your learning and projects, but the responsibility is yours.
- PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION**
- Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services.
- Incomplete** Students who fail a course will receive a letter grade of "F."
- Final Examination Schedule** College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.
- Hardship Withdrawal** Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Centre (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter. Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Centre, and review those needs with the instructor as well.
- Distribution of Grades** Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.
- If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*

Special Note: Plagiarism – For all assignments, **NO PLAGIARISM** (direct copying, or close paraphrasing from any published material without *mention of the source*) will be tolerated, and no credit will be given for any assignment in which I find it. **If discovered, plagiarism will result in a zero score for that assignment, and raise the level of scrutiny for future assignments. A second example will result in a minimum 1.0 reduction (ex., 2.0 to a 1.0) in final grade.** If egregious second offense **may result in failure of the entire course.** I expect you to look on-line or elsewhere in order to fully understand just what plagiarism is. **THIS IS YOUR RESPONSIBILITY.** Below are some resources to do this. For a description of plagiarism see the statement by the American Historical Association <<http://www.historians.org/Perspectives/issues/2002/0203/0203aha4.cfm>>. You need to be aware that plagiarism is a very serious academic offense. Although some students do this deliberately, many commit plagiarism out of a lack of understanding. Diana Hacker, in her book *A Pocket Style Manual*, describes plagiarism as the “unattributed use of a source of information that is not considered common knowledge. Three acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words.” (Diana Hacker, pp 157-158, *A Pocket Style Manual*) Additionally, access the site “The Historian’s Toolbox” (the address follows) for some useful examples regarding plagiarism, quotes, and paraphrasing. To get the most out of these tutorials, select all the boxes to review the feedback. Start with this page “What is Plagiarism”:http://guides.library.fullerton.edu/historians_toolbox/unit6/tutorial1/u6t1p2plagiarism.htm 1. Reading/Writing Center3. Walter Plank, How to Study in College, 5th ed. Houghton Mifflin.

GRADING PARAMETERS:I basically grade on the following numerical system, B = 76%-87% (B+/3.3 = 84%, B/3.0 = 80%, B-/2.7=77%) D = 51%-63% (D+/1.3 = 61, D/1.57) _

Exams (2) -----	35%
Discussions	40%
Quizzes	25%

GRADING REQUIREMENTS

QUIZZES 25% Two quizzes will be based on readings and related videos and lectures: Will be primarily objective questions (T/F, Multiple choice and/or matching), usually between 10-15 total, and Short Answer Identifications (see below for explanation) based on terms (also from posted lists) Identification terms (“IDs”, or "short answers") will consist of either individuals, places, programs, policies, and events. Lists of terms will be given out at stages in the course. They will also be related to exams, and group and discussion activities at various points. Those without an * will relate to objective questions (and perhaps be relevant to exam essays). Those with an * may also be chosen as identification/short answers. You will **describe terms in a full paragraphs and explain their historical significance**, and including time, place, and key facets. You will usually want to connect a term to other

material we are studying, such as larger themes or issues. Worth between 30-40% of quizzes.

- **Exams: 35%** There will be two exams, a midterm and a final. Check the Calendar below, and on Canvas for dates. Like quizzes except with an essay questions as well
- **Discussions 40%** There will be weekly graded discussions based on assigned readings. Each week there will be questions to choose from based on the previous week's readings (For example, July 1-6 you will have first week's reading to complete) Each week there is an option to do either an ANSWER or a RESPONSE (see more below) Week 1 answers are due (if you choose to answer one) July 7 (Tuesday, but other weeks due on Mondays) based on those readings, and July 9 responses to other people answers are due. July 6-12 readings (week 2 readings), Answers due Mon. July 13), and responses due on July 16 (and so on..). You are required only to **answer** 3 weekly questions (at least 1 through week 3, and 1 after) You also MAY do a 4th answer to replace a poorly scored one. Thus, if in week 1 you don't get the reading fully done in time, don't post a half-way answer, wait until week 2.
- You need to only post **4 Responses to other peoples answers in addition to the Answers (at least 2 on weeks you did NOT post an answer. You may post more than one response in a given week, but they will be combined into one score)** – also 2 before Midterm, and 2 after (I don't want people taking off too many weeks) AND a maximum of 2 responses can be to questions you actually answered.Expect to post one or other or both ion 5 (or all 6) of the 6 weeks of the quarter
- \Each **Answer** will be worth 30 points, and each response worth 15, for a maximum of 150 possible points.. **Answers** should be c. 400-600 words (Going much over 650 will begin to incur deductions), and in the process should include the key information (not regurgitation all details, but showing understanding and that you indeed read the relevant material) and explanations. Assume you are explaining the material to someone who doesn't know it. This always assumes well written English. Poor writing will incur deductions too. These will *always* be due *Monday evenings* (except first week)
- **Responses** to person's answers (due Thursday evenings). should be c.200-300 words each (or slightly more or less). And need to say more than "good job..." but have to add to understanding, especially what the author erred on or ignored, and you should explain what they needed, not just say something was missing, but perhaps what they should have written about that topic. Also, personal reactions and insights to the material (as in comparing to modern developments, etc.) are good too

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• **Grading Percentages:**

• The individual portions of your grade include the following:

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C = 64%-76% (C+/2.3 = 74%, C/2.0 = 70%, C-/1.7=66%)

A = 87%-100% (A-/3.7 = 89%, A/4.0 = 94+%)

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- **Useful Resources and guidelines of Social Science Dept**
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- Return of Papers and Tests
- Grades will not be posted in the Social Science Division or in faculty offices, and secretaries will not give out grades. Students should access their grades through the BC Web site.
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- Students Who Require Disability Accommodations:
- Instructors may assign the grade of “HW” (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.
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- Withdrawal From Class
- The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.
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- F Grade
- If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete (“I”). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an “F”).
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- **BOOKS: TEXTBOOK: Traditions and Encounters, vol. A...to 1000**
- Bentley, Ziegler 9780077367961
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- **Calendar -- Readings, Topics, and Assessments (subject to adjustment)**

<u>Week of</u>	<u>Topics</u>	<u>Readings</u>	<u>Assignments</u>
July 1-6	Origin of Civ., Ancient Mesopotamia, Mid-East Ancient Egypt	T: Ch. 1 (pp. 15-22 only), ALL Ch. 2, and Ch. 3 to p. 64	<u>Get organized and read!</u>
July 6-12	Ancient India Ancient China	T: Chs 4 and 5	Discussion 1 Answers 7/7 Disc. 1 Responses 7/9
July 13-19	MesoAmerica, Persia, Africa	T: Ch 6 (to p.118 only), Ch. 7 (all except 137-38), and pp. 64-68, 126-29, 189-91	Quiz 1 (7/11-16) Discussion 2 Answers 7/13 Discussion 2 Responses 7/16
July 20-26	Classical China and India	T: Chs. 8 and 9, and pp. 236-40, 244-46	Discussion 3 Answers 7/20 Discussion 3 Responses 7/23 Midterm Exam (7/21-26)
July 27-Aug. 2	Greece and Rome	T: Chs. 9 and 10, and pp. 137-8, 240-43, 247-49	Discussion 4 Answers 7/27 Discussion 4 Responses 7/30
Aug. 3-9	Islam, post Rome, and post-Classical Asia	T: Ch. 13 (except pp. 269-72), and pp. 250-57, 281-85, 291-96, 305-08, 316-18, 327-33, 339, and 343	Quiz 2 (8/1-4) Discussion 5 Answers 8/3 Disc. 5 Responses 8/6
Aug.10-13	FINAL EXAM	T: FINAL EXAM (8/10-13)	Discussion 6 Answers 8/10 Discussion 6 Responses 8/12 Final Essays Due 8/11

Course Syllabus

HISTORY 102: HISTORY of CIVILIZATIONS: Medieval World

Instructor: Robert A. Doan

Office Hours -- By appointment

E-mail: rdoan@bellevuecollege.edu

Office: B 106, Ph. # 3137

Course Description:

Surveys world civilization from about 500 AD to 1815 (Napoleon's defeat). Topics include the fall of Rome, the rise of Christianity and Islam, medieval institutions, the Renaissance, the rise of science, the age of exploration, and the development of the nation-state. May be used as social science or humanities credit, not both, at BC.

History 102 is a survey of global civilizations from Middle Ages to the Age of the Enlightenment (late 18th century). The course examines the different Eurasian empires of this period - Arab, Byzantine, Chinese, Mongolian and Turkish; the middle ages in Africa; the birth of Western civilization and its distinctive characteristics during the early middle ages; the cultural flowering of the high middle ages and the transition from medieval to modern civilization. Attention is also given to the Renaissance, the Reformation, the Scientific Revolution and the Enlightenment leading to the 18th C revolution in politics. The course also examines the growth and consolidation of the early nation states of the West and the beginnings of Western global dominance during the age of exploration and discovery. The course seeks to provide students with an understanding of the comparative features of civilizations during the middle ages and an appreciation of the role of personalities as well as ordinary men and women in shaping the past. The course will help students to appraise the nature of the problems facing past societies and to assess these from a balanced perspective. The course is also designed to make students aware that history encompasses the totality of the human experience and hence attention is focused on economic, social, governmental, religious, cultural, intellectual and technological developments in different global societies. One of the major objectives (through reading and writing assignments) is to develop critical thinking skills. History (from the Greek) means "learning through inquiry" and a key objective is to promote inquiry and debate. Students will demonstrate a capacity to make inferences, handle complexity of cause and consequence; understand divergent interpretations and the nature of historical evidence and the debates to which it gives rise in relation to the history of the middle ages. History is more than knowing lists of facts and dates (though these are important and must be known). Students will demonstrate an ability to perform analyses, make inferences and draw logical conclusions from the data in this course. These will be specific elements of assessment in this class. History 102 meets some general education skills in the some of the following areas, reasoning (critical thinking; research & information); communication (writing); cultural traditions (historical & intellectual perspectives; cultural diversity).

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Learning Outcomes:

After completing this class, students should be able to:

- Analyze and critically evaluate primary and secondary sources.
- Communicate effectively both orally and in writing.
- Compare the rise and decline of the major non-Western and Western civilizations from the Middle Ages to the early modern period.
- Evaluate the significance and impact of the creation of new European empires in the Americas, Asia, and Africa.
- Identify and assess the causes and consequences of the major economic, social, political, religious, and cultural developments of the middle ages to the early modern period.

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Learning Philosophy- Learning is a multifaceted process. In addition to the necessity of reading and making a solid effort to comprehend the reading, it also involves critical thinking, student/student and student/instructor dialogue and discussion, and collaborative learning. I expect us all to make an effort in all these areas by doing the reading and by engaging in discussion and group activities. I also will be available to facilitate your learning and projects, but the responsibility is yours.

PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION

Spring 2012

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Useful Resources:

- 6. Reading/Writing Center
- 7. The library and its skilled reference people. (Also, King Co. Public Library, and the UW Library, are free and open to public).
- 8. Walter Plank, How to Study in College, 5th ed. Houghton Mifflin.

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- A = 87%-100% (A-/3.7 = 89%, A/4.0 = 94+%)
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 Quizzes 25%

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- **BOOKS: TEXTBOOK:** Traditions and Encounters, vol. B....1000-1800

- Bentley, Ziegler
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- Calendar -- Readings, Topics, and Assessments (subject to adjustment)

<u>Week of</u>	<u>Topics</u>	<u>Readings</u>	<u>Assignments</u>
July 1-6	Islam and post-Rome Europe	T: Chs. 13 and 16	<u>Get organized and read!</u>
July 6-12	Medieval India, China, and Africa	T: Chs. 14 and 15, and Ch. 18 (pp. 374-81, 385-88 only)	Discussion 1 Answers 7/7 Disc. 1 Responses 7/9
July 13-19	Mongols, Turks, and Medieval Europe	T: Chs. 17 and 19, and pp. 435-47 in Ch. 21	Quiz 1 (7/11-16) Discussion 2 Answers 7/13 Discussion 2 Responses 7/16
July 20-26	MesoAmerica, Western Hem., and European "Age of Exploration"	T: Chs. 20 (to p. 427 only), pp. 447-53, 460-63 in Ch. 21, and to p. 478 in Ch. 22	Discussion 3 Answers 7/20 Discussion 3 Responses 7/23 Midterm Exam (7/21-26)
July 27-Aug. 2	Europe after the Renaissance, and New World Conquest	T: Chs. 23 and 24, + pp.486-88	Discussion 4 Answers 7/27 Discussion 4 Responses 7/30
Aug. 3-9	Islamic Empires, African Slavery, and China/Japan	T:Ch. 25 (pp. 553-66 only), Ch. 26 (pp. 571-80, 583, 586-89 only), Ch. 27 (pp. 595-603, 606-11, only), + pp. 479-85, 541, 543	Quiz 2 (8/1-4) Discussion 5 Answers 8/3 Disc. 5 Responses 8/6
Aug.10-13	FINAL EXAM	T: FINAL EXAM (8/10-13)	Discussion 6 Answers 8/10 Discussion 6 Responses 8/12 Final Essays Due 8/11

