

HISTORY 101: HISTORY of CIVILIZATIONS: Cultural Traditions

Instructor: Robert A. Doan

Office Hours -- Thurs 11am-1pm

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
 - 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
 - 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:
 - 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.
 - Investigating the emergence of Aryan civilization in India and the Zhou dynasty in China
 - 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.

- Compare the historical conditions and experiences of the above societies of the late bronze and early iron ages.
- Identifying and explaining the reasons for the collapse or failure of these states or societies
- 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 outlined 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)?
2. To see and understand how people from different societies and backgrounds can have conflicting views of the same situation or issue.
 3. To hone the skills of reading comprehension, clear writing, and useful note taking.
 4. To advance critical thinking skills (including of the textbook and instructor).
 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

Spring 2012

Cheating, Stealing and Plagiarizing*

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

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").

F Grade

Students who fail a course will receive a letter grade of "F."

Final Examination Schedule

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.

Withdrawal From Class

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

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.

Students Who Require Disability Accommodations:

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

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.

Return of Papers and Tests

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

Useful Resources:

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

GRADING PARAMETERS:

I basically grade on the following numerical system,

A = 87%-100% (A-/3.7 = 89%, A/4.0 = 94+%)
B = 76%-87% (B+/3.3 = 84%, B/3.0 = 80%, B-/2.7=77%)
C = 64%-76% (C+/2.3 = 74%, C/2.0 = 70%, C-/1.7=66%)
D = 51%-63% (D+/1.3 = 61, D/1.0 = 57)

The individual portions of your grade include the following:

Grading Percentages:

Exams (2) -----	35%
Text Quizzes (3)-----	30%
Discussions	35%

GRADING

Quizzes: 30%

Three 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 geography/map related questions (I will post lists of places to know) as well as 1 or 2 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.

- Final not cumulative.
- Both will consist of objective questions (as on quizzes), identifications and an essay
- List of essay questions given out approx. one week before.
- Quizzes and exams will have about 1 week window to take (see calendar)

Essay questions will require answers (c. 500-1000 words) that are well organized, clear, and supported by evidence.

Discussions 35%%

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, April 6-12 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) On April Answers to week 1 are due (if you choose to) are due based on those readings scheduled for 4/6-12), and April 16 responses to other people answers are due. April 13-19 you will also be reading week 2 readings, whose questions will be due the following Mon. (April 20), and responses due on April 23(and so on..).

You are required only to **answer 4** weekly questions (2 by week 6, and 2 after) You also MAY do a 5th 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 also need to only post a **5 total responses (in 5 separate weeks. 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. AND at least 2 of these need be posted in a week other than one you posted an Answer (I don't want people taking off too many weeks) AND a maximum of 2 responses can be to questions you actually answered

Each **Answer** will be worth 25 points, and each response worth 10, for a maximum of 150 possible points.. **Answers** should be c. 400-500 words (Going much over 600 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*.

Responses to person's answers (due Thursday evenings). should be c.200 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

Any confusion on this let me know ASAP

EXtra Credit: I will make a few extra credit assignments available from time to time. Look for them in announcements and assignments. In general, a completed one will raise your grade once percentile on final grade (eg., from and 82 to an 83) A max of 2 may be completed.

BOOKS: **TEXTBOOK:** Traditions and Encounters, vol. A....to 1000
Bentley, Ziegler 9780077367961

SOURCE BOOK: The Human Record: Sources of Global History
(Optional as now out of print. I will post needed documents)
Vol. 1 6th ed. Andrea/Overfield Houghton Mifflin 9780618751105

ATLAS: Hammond Historical World Atlas (optional)
(out of print also, but in library. Any small historical atlas is advisable)

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

T: = Text book, S: = Source book, (Bold means read *entire source*, no bold means just read

Intro. ALWAYS read Intros to Source book chapters and sections.)

<u>Week of</u>	<u>Topics</u>	<u>Readings</u>	<u>Assignments</u>
Apr. 6-12	Origin of Civ., Ancient Mesopotamia/ Mid-East	T: Ch. 1 (from p. 15 only) and all Ch. 2 S: #1-2 , #11-12,	<u>Get organized and read!</u>
Apr. 13-19	Ancient Egypt, Africa, and Meso-America	T: Chs. 3 and 6 (to 118) S: #3,	Discussion 1 Answers 4/13 Discussion 1 Responses 4/16
Apr.20-26	Ancient India Ancient China	T: Chs. 4-5 S: #5, 6, #9, #13	TEXT Quiz 1 (4/18) Discussion 2 Answers 4/20 Discussion 2 Responses 4/23
Apr. 27 May 3	Classical Chinese and Persia, and their empires	T: Chs. 7-8, pp. 126-9 S: #17 #19-21	Discussion 3 Answers 4/27 Discussion 3 Responses 4/30
May 4-10	Classical India and its Religions, Silk Road	T: Ch. 9, pp. 233-40 S: #14-15 , #30-31, #33	TEXT Quiz 2 (5/2) Discussion 4 Answers 5/4 Discussion 4 Responses 5/7
May 11-17	Greece, Hellenistic Age	T: Ch. 10 S: #10, #22- 24	MIDTERM EXAM (2/10) Discussion 5 Answers 5/11 Discussion 5 Responses 5/14
May18-24	Rome: Republic to Empire Early Christianity	T: Ch. 11 S: #38-40	Discussion 6 Answers 5/18 Discussion 6 Responses 5/21
May 25-31	Post Rome: Byzantium and Islamic Empire	T: pp. 240-43, 247-64, 327-33, 337-45, S: #41-42, 45-46 , 47-49,	Discussion 7 Answers 5/25 Discussion 7 Responses 5/28
June 1-7	Spread of Islam, India's "Golden Age"	T: Ch. 15 (to p. 319), pp. 268-78 S: #50- 51 , 58, 60, 61 , 62, -73	Text QUIZ 3 (5/28) Discussion 8 Answers 6/1 Discussion 8 Responses 6/4
June 8-14	China's "Golden Age" Korea, Japan, SE Asia	T: Ch. 14. Pp. 244-46, 298-304, 320-24 S: #52-56, 78, 82 , 83	Discussion 9 Answers 6/8 Discussion 9 Responses 6/11
June 15-19	FINALS		FINALEXAM (6/15-19) Discussion 10 Answers 6/15

