

HISTORY 101: HISTORY of CIVILIZATIONS: Cultural Traditions

Times: M/W 5:30-7:40pm Class# 5201 B Classroom: D274C

Instructor: Robert A. Doan

Office Hours: M/W – 10:45-11:30 and by appt

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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 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)?
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

Cell Phones -- You are expected to turn off or silence your cell phones prior to the start of each class. Using them during class will result in a warning; if a second incident occurs you will be asked to leave the room for the remainder of that class.

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.

BOOKS: **TEXTBOOK:** Traditions and Encounters: A Brief Global History 2nd ed.
Bentley, Ziegler, et. al. 9780073385518

SOURCE BOOK: The Human Record: Sources of Global History
Vol. 1 6th ed. Andrea/Overfield Houghton Mifflin 9780618751105

ATLAS: Hammond Historical World Atlas (recommended)
or Rand McNally Historical Atlas of the World 9780312570774 (or similar)

GRADING

I basically grade on the following numerical system,

A = 88%-100% (A-/3.7 = 90%, A/4.0 = 94+%)
B = 77%-88% (B+/3.3 = 85%, B/3.0 = 81%, B-/2.7=77.5%)
C = 65%-77% (C+/2.3 = 74%, C/2.0 = 70%, C-/1.7=66%)
D = 51%-65% (D+/1.3 = 62, D/1.0 = 57)

The individual portions of your grade include the following:

Grading Percentages:

Exams (2) -----30%
Map Quizzes (3) -----12.5%
Text Quizzes (3)-----22.5%
Synopsis "E.P. (2) -----12.5%
Group Report/Paper -----12.5%
Class/Group Participation --10%

GRADING PARAMETERS:

MAP Quizzes: 12.5%

There will be **four quizzes**. No make-ups for map quizzes will be allowed as *the worst map quiz will be tossed out*. List of places and maps will be handed out a couple weeks before each quiz.

TEXT Quizzes: 22.5%

Three quizzes will be based on readings and lectures: Will be primarily objective questions (T/F, Multiple choice and/or matching), usually between 10-15 total, as well as 1 or 2 IDs (see exams for explanation) based on terms handed out in class.

Identification terms ("IDs", or "short answers") will consist of individuals, places and/or events. Lists of terms given out at stages in the course. They will also be related to Final exam, and group and discussion activities at various points. 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 30-50% of quizzes.

Exams: 30%

There will be two blue book exams, a midterm and a final. Check the class Schedule for dates.

- Final not cumulative.
- MIDTERM will be primarily essay.
- FINAL will consist of combination of objective, identification and essay questions.
- Study sheet and list of essay questions given out approx. one week before.

Essay questions will require longer answers (2-4 pages in many cases, if not more) that are well organized, clear, and supported by evidence.

There will also be several objective questions on FINAL EXAM.

Make-up exams and quizzes will only be given to students who miss due to illness or emergency **AND leave me an email or phone message PRIOR to the following class.**

Question Synopses, and “Era Presentation” -- 12.5%

You will turn in two written answers (one before midterm and one after) that require reading relevant materials from text and/or source book, and then answering a related question from those handed out in class. The **first half of the quarter** assignment is a synopsis that combines a brief overview and interpretation of what the text states relevant to a question I pass out to class. Synopsis questions will be handed out periodically during quarter, and each group (determined during first week) will have a different set

- Different groups will be assigned different questions with **different due dates**.
- For full credit all **MUST** be turned in by due date.
- Should be between 1 to 2 typed pages long (but **not over two pages, and NOT single spaced**).
- Must be as grammatically correct and understandable as possible, **AND MUST** include at least three internal citations from relevant readings.

“Era Presentation” is a short paper (*also 1-2 pages*) and talk in which each group will be assigned and era/part of the world. Members of the group will take on the hypothetical role of persons of different and socio-economic classes, regions, or outlooks, and explain how daily circumstances and changes in their era effected their lives and views. More info on this assignment will be passed out and discussed in class (but maybe imagine you were raised in that place/era, and a time-machine brought you to the present to explain to class about your life and views, and relate to what others in your group say.)

Class Discussions/Group Participation: 10%

There will be regular discussions based on assigned readings during weekly class time. Specific readings will be assigned in advance. Terms and questions will be the basis for many discussions. You are expected to come to class familiar with and ready to discuss them, and may involve graded writings to be submitted for group credit, and/or whiteboard work. To do well you obviously must attend the classes.

Paper/Presentation: 12.5%

You will work collaboratively *in pairs* to produce a paper and/or class presentation on a topic of your choosing. All will be due during last week of class (but BEFORE final exam). You will have two grading possibilities that you will decide on. One is to turn in a paper worth 67% of this grade, and give a short (c. 5 minutes) talk on what you wrote on, worth 33%, OR give a more in depth/elaborate presentation (c. 15 minutes) worth 67% and a detailed outline of what you researched worth 33%.

- 1 Topics, possibilities, and more information will be discussed early in the quarter
- 2 Will involve research in library and printed sources
- 3 All will require annotated bibliography of not less than 3 sources.
- 4 Grammar and spelling count, as do organization and clarity.

Calendar: Dates, Readings, Topics, and Assessments (subject to adjustments)

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

Intro. ALWAYS read Intros to Ch. Intro sections.) Italics refers to Paper/Presentation due dates

<u>Date</u>	<u>Topics</u>	<u>Readings</u>	<u>Assignments</u>
W: Jan. 2	Intro/Background, Mesopotamia	T: Ch. 1 (to p. 13)	<u>Get books and read!</u>
M: Jan. 7	Ancient Mid-East, Egypt	T: Rest Ch. 1, Ch. 2 (to 41) S: Ch. 1, # 1-3 , 8, pp. 35-9	
W: Jan. 9	Early Indian Civ. and Religions	T: pp. 41-4, 47-55 S: Ch. 2, #7, 11-12 , 17-18	Map Q U I Z 1
M: Jan. 14	Early Chinese Civilization	T: pp.56-64 S: Ch. 3, #9, 13-14	Group 1 Synopsis
W: Jan. 16	Early MesoAmerica, Andean Civs.	T: Ch. 4 S: # 15 , 30	Text Quiz 1
W: Jan. 23	Persia, Zoroastrianism	T: Ch. 5, p.85 S: Ch. 4, pp. 110-2	Group 4 "Era Pres."
M: Jan. 28	Chinese Philosophies, Chinese Universities	T: Ch.6 S: # 19-21	Group 2 Synopsis
W: Jan. 30	Buddhism, Jainism, High Indian Civ	T: Ch. 7 S: # 10 , #22-3	Map QUIZ 2
M: Feb.4	Ancient to Classical Greece, Greek Philosophies	T: pp. 139-45, 148-52 + Handouts S: 24-26 pp. 114	Text QUIZ 2
W: Feb. 6	Hellenistic World and Philosophies	T: pp. 146-7, 152, 165-70 + Handouts S: Ch. 5, # 27	Group 3 "Era Pres." <i>Pairs need to be set</i>
M: Feb. 11	Roman Republic	T: pp. 153-56, 159 + Handouts	M I D T E R M E X A M
W: Feb. 13	Roman Empire, Christianity	T: pp. 156-63, 171-74, 177-8 + Handouts S: Ch. 7, # 38-39 , 42	<i>Topics to me</i>
W: Feb. 20	Decline of Rome, Christianity, Byzantine Empire	T: Ch. 10, pp. 179-85, 299-302 S: #63, 65	Group 3 Synopsis. Map QUIZ 3
M: Feb. 25	Rise of Islam and its Empire	T: Ch. 11 to p. 213, 265-69 S: # 66 , 67	Group 2 Era Pres. <i>Need to have met with me</i>
W: Feb. 27	Islamic Influences, Islam in Africa	T: Rest of Ch. 11, Ch. 15 (esp. from p. 288) S: Ch. 8, 45-47 , pp. 234-5	Text Quiz 3
M: Mar 4	Classical China, Korea, Japan	T: Ch. 12, pp.174-77 273-79, 282-91, 331-34 S: # 51 , 71, 73, 85	Group 4 Synopsis Map Quiz 4
W: Mar 6	Medieval India	T: Ch. 13 to p. 254 S: Ch. 6, #34-35, 49- 51 , 58, 60-61, 63, p.282	<i>Drafts Due</i>
M: Mar 11	South East Asia	T: pp. 255-61 S: Ch. 9, #33, 56, pp. 257-58,	Group 1 Era Pres. <i>Critiques returned</i>
W: Mar 13	Catchup, Presentations		Papers Due Presentations
M: Mar 18			Final Exam

