

HISTORY 101: SYLLABUS (5 CR) HISTORY OF CIVILIZATION: THE GREAT CULTURAL TRADITIONS

INSTRUCTOR: ERIC. HAINES

PRESCRIBED TEXTS:

McKay, Hill, Buckler & Ebrey, A History of World Societies. (8th ed.)

Riley, Gerome, Lembright, Myers et al. The Global Experience Vol. 1 (5th ed.)

COURSE CONTENT AND OBJECTIVES:

History 101 is a survey of world civilizations from pre-historic origins to the end of the early middle ages i.e. c. 1000 AD/CE .The course examines developments during pre-historic times and then the emergence of the earliest civilizations in Mesopotamia, Egypt, India, China and their diffusion across Eurasia. The achievements of so-called Classical civilizations such as the Greek, Roman, Indian, Chinese and early Byzantine Empires are considered. Students will show that they have a clear understanding of the meaning of classical civilization by the end of the course The course is designed to make students aware of the totality of the human experience and hence attention is focused on economic, social, governmental, religious, cultural, intellectual and technological developments. The course seeks to provide students with an understanding of the comparative features of early and classical civilizations; and appreciation of the role of personalities in shaping the past, as well as an understanding of the impact of historical developments on the lives of ordinary men and women. The course will help students to appraise the nature of the problems facing ancient and classical civilizations and to assess these from a balanced perspective. One of the major objectives (through reading, discussion 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 global societies during ancient and classical times. These will be specific elements of assessment in this class. The discipline is more than knowing lists of facts and dates (though these are important) and students will need to demonstrate that they have developed thinking/ analytical skills by the end of this course. History 101 meets General Education requirements (rating 2) in the following areas: Reasoning (Critical Thinking; Research & Information); Communication (Writing); Cultural Traditions (Historical & Intellectual Perspectives; Cultural Diversity).

TEACHING METHODS:

This course is a distance-learning course involving online lecture material, prescribed readings from text and documentary sources and provides an opportunity for online

discussions organized around the major themes. All students will be encouraged to raise questions at any time based upon their work with the texts and their appreciation of online-discussion. This course requires each student to undertake independent work. Methods for this course resemble those, which would be applied in the study of a foreign language. The study of history is cumulative. Since issues and events are presented as relational, it is fundamental to the success of a student to ensure that the reading assignments and other work will be accomplished in a timely fashion so that a current accumulation of relevant data as method of analysis and argument are introduced. The study of history at this level requires college literacy and hence the ability to communicate ideas and facts clearly and accurately. Students are advised to make careful notes leaving space for the incorporation of supplementary materials from the text- books or for the creation if independent questions about the topics under review. All questions concerning discussion or text assignments are welcome at any time. It is important for students to gain a reasonable geographical sense of places under discussion. Also, it is crucial that each student develop a chronology of events that will serve as a scaffold upon which to build arguments and interpretations of data. It is highly recommended that a time line of key events should be constructed for each discussion topic. The course is divided into approximately ten (10) thematic units. (See content outline at the end of the syllabus and the weekly reading assignments from both of the main text- book sources. It is critically important that students follow the weekly assigned readings and avoid falling behind.) Students are entirely responsible for reading and knowing the relevant material in the prescribed texts as well as any other assigned material. There are also a series of “Reading guides” for each section of the course and these are located on the homepage under the “icon” labeled “Reading Guide.” Students will need to integrate information found here with their notes from the text- books. Access to a good atlas and dictionary is recommended when reading for this course. Check geographical locations and note the meanings of technical or difficult terms. It will be useful to compile a separate glossary or vocabulary of commonly encountered words with which you are unfamiliar.

COURSE REQUIREMENTS:

(1) QUIZZES:

Students will complete FIVE timed quizzes. The material for the quizzes will be drawn from the prescribed readings and documents, online lecture comments and discussions. Each quiz comprises a series of multiple-choice questions and may also include match-ups and time-line questions. Each quiz is posted on the homepage under the “icon” labeled “quizzes.” An overview tutorial will be posted on the course homepage for each of the quizzes. Quizzes cumulatively will represent 25% of the final grade.

PLEASE NOTE CAREFULLY:

The quizzes may be completed at ANY time, but all quizzes must be completed by the final day of the quarter. Once a quiz has been accessed it will close after the prescribed time allotted.

(2) DISCUSSIONS:

There will be a series of discussion topics posted every week to ten days or so. These topics will be based on texts and posted reading materials. Students are required make an initial discussion posting generally within 5-7 days of the discussion posted. Discussions are graded according to the degree of focus on the analysis problem and the quality of additional commentary offered in response to postings made by other class members. Each follow-up posting must add some new insights in response to other students' postings or significantly develop your thinking about the issues already raised. **(Please read the document on the homepage on the requirements for the discussion topics.)** See the course calendar for the final posting date for each of the discussion topics. Participation and completion of the discussions will be worth 25% of the final grade. The lowest discussion score will be discarded before the average is calculated.

(3) EXAMINATIONS:

There will be a midterm and a final examination. Each of these will comprise a set of multiple-choice questions AND a series of short answer/ essay or paragraph responses. There will be a tutorial for each of these posted on the homepage at the appropriate time. The midterm and final examination will be posted on the homepage under the "icon" labeled "examinations. **(Please follow the directions for the examinations as indicated on the question paper. Generally the short answer essays must be written in the 'window' provided with the assessment questions. All must answers be drafted first and carefully spell and grammar checked and then pasted into the answer window. Clarity of presentation is part of the grading criteria.**)

The examinations will be graded on a scale of 100 points total. No curve grading will be used in this course. There are NO EXTRA CREDIT options for this course, but there may be opportunities to score some bonus points. The requirements as outlined in this syllabus are highly demanding and do not allow for additional credit work.

GRADING:

All results will be reduced to an overall average to decide the final grade. The midterm and final examinations will count 25% and 25% respectively each towards the final grade. Quizzes make up 25% of the grade. The discussions will be worth the remaining 25% of the final grade. It is important to remember that at one level history is the narrative of things done, and so students are expected to know an accurate body of facts about the past. However the study of history also involves thinking about the changes that have taken place across historic time, why and how these changes came about. Superior grades will be earned by students who: (1) demonstrate an accurate knowledge of the historical facts ;(2) organize their material clearly with good supporting evidence; (3) make critical assessments or analyses; (4) are able to apply their knowledge to critical thinking problems. There are no courtesy grades for this class. Grading is designed to maintain the highest college level standards and to measure as accurately as possible the individual student level of performance against this standard. In order to achieve a passing grade students must demonstrate that they have met the requirements of

the course and achieved competency in the course objectives. It is imperative that students make use of consultation with the instructor. It is pointless to make known difficulties at the last moment when the situation may be beyond salvage. Students have the responsibility of seeking assistance in a timely manner.

GRADES:

Are achieved on a straightforward percentage basis. There is no curve grading. Please note that A grades are only awarded if student's work has attained the highest levels of excellence as outlined in the requirements above. The grading scheme is as follows:

A = 90-100% A- = 85-89%

B+ = 80-84% B = 75-79% B- = 70-74%

C+ = 65-69% C = 60-64% C- = 55-59% D = 50-54%

F = Below 50%

Students who find that they need to withdraw from the course need to make a responsible decision by the final date for withdrawal (in person). Students who remain on the roster after that date will be assigned a final grade.

PROVISIONAL COURSE OUTLINE: [See **weekly** reading assignments below]

(Please note: the references to the document #'s in the *Global Experience* text refer to the bold type numbers given at the start of the required document, **NOT** the page numbers in the text book.)

1. Pre-history from the emergence of humans to the Neolithic Revolution. Birth of civilization: Ancient Mesopotamia, Egypt and Hittites. Chapter 1 (Mckay/Hill text)
2. Kingdoms and Empires of the Near East - Hebrews, Assyrians, Phoenicians, Persians. Chapter 1 (Mckay/Hill text)
3. The development of Indian civilization from the Indus Valley civilization (Harappa) to the age of the Aryans to the fall of the Mauryan Empire. Chapter 2 (Mckay/Hill text)
4. Chinese civilization from the Xia/Shang period to the Zhou Dynasty; the era of "warring states and the rise of Chinese philosophies. Chapter 3 (Mckay/Hill text)
5. China: the Age of Empire: the Qin and Han Dynasties. Chapter 6, pp.132-148. (Mckay/Hill text)

6. The Greek City-States . Greek Civilization; diffusion of Greek or Hellenistic Civilization. Chapter 4. (Mckay/Hill text)

7. Rome - from Republic to Empire; Fall of Rome - from paganism to Christianity. Chapter 5; Chapter 7, pp.173-185. (Mckay/Hill text)

8. Transition to the Middle Ages in Byzantium; the Middle East and Europe. Chpt 7, pp.162-169; Chpt 8, pp.190-200; Chpt 13, pp.350-353. (Mckay/Hill text)

WEEKLY READING SCHEDULE:

WEEK ONE :

History of World Societies, Chapter 1; *The Global Experience*, Documents # 7; # 10; #1; #11; # 14; # 15; # 17.

History of World Societies, Chapter 2 ; *The Global Experience*, Documents # 4; #19; # 21; Docs # 22; # 29;

WEEK TWO:

History of World Societies, Chapter 3; *The Global Experience*, Documents # 27; #28; #29; #30; #18.

WEEK THREE:

History of World Societies, Chapter 6, pp.132-145.

History of World Societies, Chapter 4 : *The Global Experience*, Documents #32; #34; #35; #42;

WEEK FOUR: MIDTERM EXAMINATIONS

WEEK FIVE:

History of World Societies, Chapter 5, Chapter 7, p.178-188; *The Global Experience*, Documents #39; #46; Docs # 47; #49; #50.

History of World Societies, Chapter 7, pp.162.-169

WEEK SIX:

Chapter 13, pp. 350-354; *The Global Experience*, Documents #50 #51; #57; #58:

History of World Societies, Chapter 8, pp.190-203; Chapter 9, pp.234; *The Global Experience*, Documents # 52: #53; #55

WEEK SEVEN: FINAL EXAMINATION