

## **HISTORY 101: HISTORY of CIVILIZATIONS: Cultural Traditions**

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Times: Daily 1:30-2:20

**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 Middle Ages (between c. 500 and 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 Objectives:**

1. 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, the instructor, and widely accepted ideas held in American society).
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.

**Americans With Disabilities Act:** If you require special classroom accommodations due to disability, have emergency medical instructions, or need special arrangements for building evacuation, please tell the instructor as quickly as possible.

### **GRADING**

I basically grade on the following numerical system,

A = 87%-100%

B = 75%-87%

C = 64%-75%

D = 51%-64%

as I have always felt that if you receive over 50% you should pass.

The individual portions of your grade include the following:

#### **Grading Percentages:**

**Homework/Reaction Papers – 10%**

**Exams -- 35%**

**Group Report/Paper – 15%**

**Atlas Quizzes (4) -- 10%**

**Panel Presentation – 10%**

**Textbook Quizzes – 10%**

**Class/Group Participation 10%**

**55%**

**45%**

### **GRADING PARAMETERS:**

**Exams:** 35%

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

- Final not cumulative.
- All consist of combination of objective, identification and essay questions.
- Study sheet and list of essay questions given out approx. one week before.
- Some essay questions *may* be take home (yet to be determined)

Identification terms (“IDs”) will consist of individuals, places, programs, and events. Lists of terms will be given out at stages in the course. They will also be related to group and discussion activities at various points. For EXAMS 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 40-50% of exams.

Essay questions will require longer answers (2-4 pages in many cases) that are well organized, clear, and supported by evidence. Worth between 30%-40% of exams. There will also be several (no more than 10) objective questions on exams. Worth between 20-30% of exams.

Make-up exams will not be given except under extraordinary circumstances. Students who must miss an exam because of illness or family emergency **must leave me an email or phone message PRIOR to class on the day of the exam.**

## **Quizzes: 20%**

There will be four quizzes. Two will be map quizzes only. Two will be a combination of map quiz and quiz based on readings and lectures. No make-ups of map quiz portions will be allowed as *the worst map quiz will be tossed out*. Non-map quizzes will be primarily objective questions (T/F, Multiple choice and/or matching), usually between 10-15 total, a handful of map questions, as well as 1 or 2 IDs (see exams). Map quizzes will be 10% of final grade. Non-map quizzes will be 10%

## **Homeworks 10%**

These are assignments that require finding and reading relevant materials and then writing brief synopsis and interpretation of what you have read.

- Homework questions will be handed out near start and middle of quarter.
- You are required to turn in **one before the midterm and one after**.
- Different groups will be assigned different questions with different due dates.
- Questions will be based on textbook and document readings.
- For full credit all **MUST** be turned in *before* material is discussed in class.
- Each should be about one to 1.5 typed pages long (and not much more).
- Must be as grammatically correct and understandable as possible.

## **Group Presentation: 15%**

You will work collaboratively in a small group (2-3) to produce a class presentation and short paper. They will involve a combination of paper and presentations, which will take place during week 11. Topics and possibilities will be discussed early in the quarter.

- Will involve research
- Grammar and spelling count, as do organization and clarity.

## **Class Discussions/Group Participation: 10%**

There will be regular graded discussions based on assigned readings during weekly class time. Specific readings will be assigned in advance. You are expected to come to class familiar with and ready to discuss these readings and participate in the discussion during the class. This may involve graded writings and/or whiteboard work. To do well you must attend, thus attendance is part of the grading process.

- Expected to attend class as often as possible.
- Participation includes regularly answering my questions, asking questions, engaging in discussion, and especially participating in regular group discussions/exercises.

## **Panel Presentation. 10%**

Each person, in conjunction with their group, will give a short (3-5 minute) presentation about a fictitious person representative of some class, race, ethnicity, region, etc. in the era in question.

- Lists of possible “characters” will be given out several weeks beforehand.
- Should include the person’s lifestyle, values, aspirations, and basic socio-political outlook.
- Can be creative, but most show some serious thought, and a little research, into what the person’s life, attitudes, and concerns would likely have been, as well as info on work skills or livelihood.
- Your grade may coordinate presentation to take on a give and take of some sort, ala a debate or follow-up questions from other panelists.

### **X-tra Credit:**

The **only** extra credit I will allow to give a short (3-5 minute) oral description to the class about an article you read relevant to class material.

**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](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. English Skills Shop - individualized assistance, can be for 3-5 credits. Room 4128.
3. The library and its skilled reference people. (Also, King Co. Public Library, and the UW Library, are free and open to public).
4. Walter Plank, How to Study in College, 5th ed. Houghton Mifflin.

**TEXTBOOK:** A History of World Societies, vol. I 7th ed.  
McKay, Hill, Buckler, et. al. Houghton Mifflin

**SOURCE BOOK:** The Human Record: Sources of Global History  
Vol. 1 5<sup>th</sup> ed. Andrea, Overfield Houghton Mifflin

**ATLAS:** Hammond Historical World Atlas

## Calendar -- Dates, Readings, Topics, and Assessments

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

<u>Week</u>	<u>Topics</u>	<u>Readings</u>
Jan 1/5-9	Intro, Origin of Civilization Mesopotamia, Egypt	T: Ch. 1 (pp. 3-17) S: # <b>1-3</b> , 4, 9
Jan. 12-16	Ancient Middle East and Persia Indus Valley <b>First Map Quiz (1/14)</b>	T: pp. 18-32, 37-41 S: #8, 12 or <b>13</b> , 18, <b>19</b> <b>Groups 5, 6 Homework</b>
Jan. 20-23	Ancient Indian Indian Religions <b>TEXT/Map QUIZ (1/23)</b>	T: Ch. 2 S: #10, <b>14-16</b> , 34, 35 <b>Panel 1 (1/20)</b>
Jan. 26-30	Ancient China Chinese Philosophies <b>Groups 3, 4 Homework</b>	T: Ch. 3, plus pp. 161-69 S: #5-6, <b>20-22</b> , <b>23</b> , 33 (opt.) <b>Panel 2 (1/27)</b>
Feb. 2-6	Ancient and Classical Greece <b>Panel 3 (2/3)</b>	T: Ch. 4 (to p. 108) S: # <b>11</b> , 24-28, <b>26</b> <b>Groups 1, 2 Homework</b>
Feb. 9-13	Hellenistic World Roman Republic/Empire <b>MIDTERM EXAM (2/13)</b>	T: pp, 108-19, 125-39, S: # 29, <b>30-31</b>
Feb. 17-20	Christianity Early Christian Europe <b>Groups 5, 6 Homework</b>	T: Ch. 7, pp.139-42, 147-9, 152-5, S: # <b>45-46</b> , 47-49, <b>53</b> , 54, 81, 86 <b>Panel 4 (2/19)</b>
Feb. 23-27	Islamic World <b>Map Quiz – (2/27)</b> <b>Groups 3, 4 Homework</b>	T: Ch. 8 S: # <b>55-58</b> , <b>61</b> , 77 <b>Panel 5 (2/24)</b>
March 2-6	Africa Central, South/Southeast Asia <b>Text/Map Quiz – (3/6)</b>	T: Ch. 9 (pp. 259-61, 264-68, 273-80) T: Ch. 10 (pp. 289-91, 304-15) S: #38, 41-2, 79, <b>90-92</b>
March 9-13	Classic/Medieval East Asia <b>Panel 6 (3/11)</b>	T: pp. 172-86, 321-26, 334-41 S: #39-40, 65, 67, 69, <b>71-72</b> , 74 <b>Groups 1, 2 Homework</b>
March 16-18	Western Hemisphere, Charlemagne <b>Papers/Presentations</b>	S: 84 T: pp. 347-51, 387-94, 410-11
March 19 or 20	<b><u>FINAL EXAM</u></b>	

