

# **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. 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 by the end of the first week of the discussion posted for that week. 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]

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/WEEK TWO:

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

### WEEK THREE:

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

## WEEK FOUR:

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

## WEEK FIVE: MIDTERM

## WEEK SIX:

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

## WEEK SEVEN:

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

## WEEK EIGHT:

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

## WEEK NINE:

History of World Societies, Chapter 7, pp.162.-169 ; Chapter 13, pp. 350-354; *The Global Experience*, Docs #50 #51; #57; #58

## WEEK TEN:

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

## FINAL EXAMINATION

## ONLINE PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION

### Revised Summer 2009

Bellevue College's Affirmation of Inclusion Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at BC, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. The college's "Affirmation of Inclusion" is in line with the principle of free speech in a free society: we have the right to express unpopular ideas as long as we do not show disrespect for reasonable people who might believe otherwise. In an online course, you will be expressing ideas through the medium of the course site rather than face to face in the classroom. In that case, these expectations refer to the courtesy with which you communicate with one another through e-mails and e-discussions. Part of this respect involves professional behavior towards the instructor, colleagues, and the class itself. Cheating, Stealing, and Plagiarizing\* and Inappropriate Behavior Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: plagiarizing material from the Internet and posting rude or personal attacks in discussions. When you are in doubt about any behavior, please consult your instructor. In addition, you may wish to review the general applicable rules of cyberspace, such as in the Core Rules of Netiquette. The instructor reserves the right to remove posted messages, and downgrade assessments as a result of these types of behaviors. The instructor can refer any violation of the Student Code of Conduct to the Vice President 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 Vice President of Student Services, link to Student Code. Incomplete If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). It is the student's responsibility for maintaining contact and adhering to the agreed-upon actions. Vista class sites, and material, may not be

directly accessible after the end of the quarter so it important to make arrangements before the quarter ends. The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F"). There is a standard form that instructors have access to in their instructor's grade briefcase. F Grade Students who fail a course will receive a letter grade of "F." Final Examination Schedule Final examinations may involve proctored on-campus arranged exams or may be administrated completely online at the discretion of the instructor and in keeping with the stated policies provided in the course syllabus. Please refer to the syllabus at the start of the quarter for additional details and contact the instructor directly for any clarifications. A student who is not in compliance with the scheduled format 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 in compliance with 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 Academic Year: College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B 125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course. Summer Quarter: College policy states that students must formally withdraw from a class by the end of the fifth week of the quarter (Registration Office, B 125). After the sixth day and through the end of the fifth week of the quarter, the "W" grade will become part of the student's transcript record. Check Enrollment Calendar Deadlines, Refunds/Withdrawals, for additional details. As with most enrollment deadlines, it is the student's responsibility to be aware of these dates and act accordingly. Hardship Withdrawal (HW) From page 9 of the current course catalog, 2008-2009 online catalog, HW indicates a withdrawal request made because of extenuating circumstances after the official withdrawal period is over. The student must contact the instructor to request this withdrawal option, or the faculty member may initiate the contact. No points are calculated into the grade-point average. 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 contact the Disability Resource Centre (DRC) link to DRC. The office is located in B132 (telephone 425.564.2498 or TTY 425.564.4110, email [drc@bellevuecollege.edu](mailto:drc@bellevuecollege.edu)). Students will need to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter or contact your online instructor directly by email. Students who require accommodation in a course should review the DRC accommodation letter with each instructor during the first week of the quarter. Distribution of Grades Students should access their grades through the BC Web site. Any returned material should be accessed prior to the end of the quarter. After the end of the quarter, Vista class sites may not be accessible by students. Individual instructors may use non-Vista tools for recording and maintaining the students' progress. Questions about grades assigned should be initially directed to your instructor. Submission and Returning of Papers, Assignments and Assessments: Specific guidelines for taking exams and submitting assignments are published in the syllabus. Please contact instructor at the start of the quarter for any clarifications. Technical Assistance Vista-related or technical issues should be referred to Distance Education, link to Distance Education web resources. You may also email them at [landerso@bellevuecollege.edu](mailto:landerso@bellevuecollege.edu) or call 425-564-2438 (1-877-641-2712). Vista tutorial help and basic instructions can be found at <http://bellevuecollege.edu/distance/studentguide/> \*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 Vice President of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.