

HISTORY 101: HISTORY of CIVILIZATIONS: Cultural Traditions

Times: M/W 7:50-10pm

Instructor: Robert A. Doan

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Office Hours: M/W – 6pm-7:30, and by appt.

Classroom: C 165

Item/sec. 5400 A

Office: B 106

Course Description: The purpose of this course is to explore the origins, evolution, and varieties of World Civilizations from their origins (c. 3000 BCE) into 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 Hittites; 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, 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.

**ONLINE PROCEDURES AND GUIDELINES
OF THE SOCIAL SCIENCE DIVISION
Revised Spring 2009**

Bellevue Community College's Affirmation of Inclusion

Bellevue Community 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 BCC, 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 don't 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 Community 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 Community 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 is 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

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter during the standard academic year (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course. 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). 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 BCC 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 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 Community 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.*

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:

| | | |
|----------------------------|--------------------------------------|--------------------------------|
| <u>Grading</u> | Homework ----- 10% | Exams (2) ----- 35% |
| <u>Percentages:</u> | Group Report/Paper ----- 15% | Map Quizzes (3) -- 15% |
| | <u>Class/Group Participation 10%</u> | <u>Text Quizzes (2)--- 15%</u> |
| | 35% | 65% |

GRADING PARAMETERS:

Quizzes: 20%

There will be **four quizzes**. *Two* will be **map quizzes only**. **Two** will *combine a map quiz and a quiz based on readings and lectures*. No make-ups for map quizzes 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, as well as 1 or 2 IDs (see exams). Bets 3 of four map quizzes will be 10% of final grade. Non-map quizzes will be another 10%.

Exams: 40%

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.**

Homework 15%

You must turn in two homeworks. One before midterm and one after. Requires reading materials from text and/or source book, and then answering a related question handed out in class that combines a brief synopsis and interpretation of what you have read. These may also be combined with reflection about daily life in the period/era in question or comparison with present.

- Homework questions will be handed out periodically during quarter.
- Different groups will be assigned different questions with **different due dates**.
- For full credit all **MUST** be turned in by due date.
- Should ideally be between 1 to 1.5 typed pages long (but **not over two pages**).
- Must be as grammatically correct and understandable as possible.

Paper/Presentation: 15%

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%

- Topics, possibilities, and more information will be discussed early in the quarter
- Will involve research in library and printed sources
- All will require annotated bibliography of not less than 3 sources.
- 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.

EXtra Credit: The **only** extra credit (one option only per person) I will allow is either to give a short (3 minute or so) oral description to the class about a book, article, or show you read or watched that is relevant to class material and adds to our understanding, OR an extra homework subject to my discretion

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:** A History of World Societies, vol. I (or vol. A) 8th ed. McKay, Hill, Buckler, et. al. Houghton Mifflin

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

ATLAS: Hammond Historical World Atlas

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

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

ALWAYS read Intros to Source book chapters and sections.)

| <u>Week</u> | <u>Topics</u> | <u>Readings</u> |
|--------------------|-----------------------------------|---|
| April 6 | Mesopotamia, Egypt | T: Ch. 1 (to p. 22) S: # <u>1-3</u> , 4, 9 |
| April 8 -- | Middle East, Persia, Indus Valley | T: pp. 18-32, 37-41 S: #8, 12, <u>13</u> , 18, <u>19</u> |
| April 15 | Ancient India | T: Ch. 2 S: #10, <u>14-15</u> , 34 First Map Quiz |
| April 13 | Indian Religions | T: Ch. 2 S: # <u>16</u> , 35 |
| | Group 6 Homework | Panel 1 |
| April 20 | Ancient China | T: Ch. 3 (to p. 79) S: #5-6, <u>20</u> , 22 |
| | TEXT/Map QUIZ | |
| April 22 | Chinese Philosophies | T: Rest Ch. 3, pp. 161-72 S: # <u>21</u> , <u>23</u> , 33 |
| | Group 5 Homework | Panel 2 |
| April 27 | Ancient and Classical Greece | T: Ch. 4 (to p. 105) S: # <u>11</u> , 24 |
| April 29 | Greece, Hellenistic World | T: Rest Ch. 4 S: # <u>26</u> , 28, 29 |
| | Panel 3 | Group 4 Homework |
| May 4 | Roman Republic | T: Ch. 5 (to p. 136) S: #, <u>30</u> -31 |
| May 6 | Rome, Catchup, and | MIDTERM EXAM |
| May 11 | Roman Empire | Rest of Ch. 5 |
| May 13 | Christianity | T: pp. 139-42, Ch. 7 to p. 201 S: # <u>45-46</u> , 47-49, <u>53</u> |
| May 18 | Early Christian Europe | T: rest of Ch. 7 S: 54, 81, 86 Map Quiz |
| May 20 | Islamic World | T: Ch. 8 (to p. 234) S: # <u>55</u> -58 |
| | Group 3 Homework | Panel 4 |
| May 25 | Holiday -- OFF | |
| May 27 | Islam and Africa | T: Ch. 8 (pp. 238-52), Ch. 9 (pp. 259-61, 264-68, 273-80) |
| | Group 2 Homework | Panel 5 S: # <u>61</u> , 77, <u>90</u> -92 |
| June 1 | Central, South/Southeast Asia | T: Ch. 10 (pp. 289-91, 304-15) |
| | Text/Map Quiz | S: #38, 41-2, 79 |
| June 3 | Classical East Asia | T: pp. 174-86 (in Ch. 6) S: #39-40, 6569 |
| June 8 | Medieval East Asia | T: Ch. 11 321-26, 334-41 S: #67, <u>71</u> -72, 74 |
| | Panel 6 | Group 1 Homework |
| June 10 | Western Hemisphere, Charlemagne | T: pp. 347-51, 387-94, 410-11 |
| June 15 | Catchup | Papers/Presentations |
| June 17 | <u>FINAL EXAM</u> | |

