

HISTORY 101
HISTORY OF CIVILIZATION: Cultural Traditions
SPRING QUARTER 2009 7:30am
INSTRUCTOR: T.A. PERRY
OFFICE HOURS: Immediately before and/or after classes.
PHONE (425)564-2278

REQUIRED TEXTS:

Snell, D.: Life in the Ancient Near East
Sun Tzu: The Art of War
Holland, T.: Persian Fire
Nicastro, N.: Circumference
Holland, T.: Rubicon
Rosen, W.: Justinian's Flea

COURSE OUTCOMES: We shall endeavor to trace the development of world civilizations from the earliest recorded origins through the demise of the so-called "classical societies", circa 500 to 800 A.D. This will require us to develop a geographical awareness of the ancient world and an appreciation of the role that geophysical and climatological realities have played in shaping human destiny. We will also consider both human interrelationships and human separation in the process of cultural construction. This will necessitate the creation of a global perspective in our investigation. Finally, we will pay special attention to those aspects of the ancients from whom we have inherited in the "western tradition".

COURSE LEARNING OUTCOMES: The primary learning outcomes of History 101 are to:

1. develop cognitive skills in critical and analytical thinking
2. develop an historical awareness of the processes of cultural development
3. develop an appreciation for the diversity of human culture
4. develop an appreciation for the variety of human responses to the challenges which faced global societies in the post-classical world and the changes that bring humanity into early modern times

These outcomes will be accomplished by enabling students to:

1. understand and appreciate historical methodology
2. understand the varieties of historical evidence
3. understand the limits of historical evidence and interpretation
4. differentiate between fact, opinion and interpretation
5. compare and contrast data
6. identify cause and effect in major historical developments
7. develop inferential skills and analytical skills
8. develop convincing interpretations

The following topics or themes will enable students to develop and apply the major learning outcomes:

1. Historical methodology
2. Historiography
3. The role of geophysical conditions in historical developments
4. The development of earliest cultures and the corresponding development of “classical” in world civilizations with special focus on:
 - Religions
 - Political systems
 - Economic/Commercial systems
 - Social stratification
 - Gender/racial relations
 - Military and diplomatic systems
 - Plastic and literary artistic achievements
 - Scientific and technological innovations
5. Comparison of the cultural development and cultural traditions of world civilizations from earliest human records to the end of the classical world.

COURSE REQUIREMENTS: There will be a take home exam at mid-term and a take home final exam. If the final exam is **NOT ATTEMPTED**, you will not receive a passing grade.

EXAM 1 Due Friday, May 22, 200930% of grade
This will be a take-home exam.

EXAM 2 Due Tuesday, June 16, 2009.....30% of grade
One question will be comprehensive, the others covering the latter portion of the course. Questions will be distributed a minimum of one week prior to the exam date.

In Exam 1 and Part 1 of Exam 2, there will be a choice of questions offered for you to answer. There will be **NO** choice on the comprehensive portion of the final.

LATE EXAMS: I will not accept a late mid-term exam. If the mid-term is not delivered in the classroom on the required date, it will be recorded as a zero and calculated as such in the overall average score to determine a final grade. As the mid-term and the final are distributed well in advance of the due date; there is neither excuse nor reason to not submit them when they are due.

QUIZZES: There will be five (5) quizzes. (Calendar to follow) Each will be on the a reading assignment. They will be in varying format, e/g/ objective, essay, etc. The other five (5) will be based on the historical atlas and historical

documents as assigned. Study guides will be provided to assist your efforts (more information later). The guides will be given one week in advance of each quiz. If you do not get a study guide in a timely fashion..."It is your misfortune and none of my own..."

Each quiz is worth 10% of your grade. I will delete the lowest score from consideration. Thus, you may "blow off" one of the quizzes without suffering. **However, there will be NO makeup quizzes available for any reason-illness, travel, revelry, etc. AMEN!!!!**

1. Friday, April 17, 2009
2. Friday, May 01, 2009
3. Friday, May 15, 2009
4. Friday, May 29, 2009
5. Friday, June 12, 2009

GRADING POLICY: I assign the final letter grades on a straight forward percentage basis as follows:

A	(4.0)	98-100	C	(2.0)	79-82
A-	(3.7)	94-97	C-	(1.7)	76-78
B+	(3.3)	91-93	D+	(1.3)	73-75
B	(3.0)	88-90	D	(1.0)	70-72
B-	(2.7)	86-87	F	(0.0)	BELOW 70
C+	(2.3)	83-85			

I do not curve grades, but I do make allowances for extenuating circumstances. (We all have bad days). And, I tend to emphasize overall improvement in assigning a final grade.

If you decide that this course is not your "cup of tea", please do yourself a favor and withdraw, rather than simply evaporate "into the mystic". Please be aware of the college policy for dropping classes as detailed in the academic calendar on page 5 of the spring 2009 Quarterly Schedule.

I do not offer, and will not assign and Incomplete (I) grade.

ODDS AND ENDS: My basic approach is to use lecture and appropriate media materials to enhance your comprehension of the subject matter. We will seldom delve into formal discussions due to the volume of material to be covered and the limited time we have available. **I DO ENCOURAGE QUESTIONS.** The only "stupid" question is the one which needs to be answered but is not asked.

NO CLASS DAYS:

Thursday, April 23, 2009 (Shakespeare's Birthday-just kidding really College Issues Day)

Monday, May 25, 2008 (Memorial Day Holiday)

GENERAL COURSE CONTENT/OUTLINE:

- I. In the beginning...
 - A. Paleolithic dawn
 - B. Neolithic revolution
- II. Earliest Fluvial Civilizations
 - A. Mesopotamia
 - 1. Sumeria
 - 2. Babylonian
 - B. Pharonic Egypt
 - 1. Old Kingdom
 - 2. Middle Kingdom
 - 3. New Kingdom
 - C. The Hittites
- III. Wandering In the Desert
 - A. Israel
 - B. Assyria
 - C. Chaldea
 - D. Persia
- IV. India's Great Fluvial Cultures
 - A. Aryan Migrations
 - B. The Great Spiritual Traditions
- V. China
 - A. The Fluvial Determinant
 - B. Dynastic Cycles/Construction; Destruction; and Repair
 - C. Philosophy and Religion
- VI. The Greeks
 - A. Minoan/Mycenaean
 - 1. Minotaurs & Labyrinths
 - 2. The Trojan War
 - B. The Homeric Dark Age
 - C. The Hellenes
 - 1. Polis to Politics
 - 2. The Persian War
 - 3. The Classical Age
 - a. Arts
 - b. Thought
 - c. Agon
 - d. The Peloponnesian War
 - D. The Hellenistic Age
- VII. Of Time and the Tiber
 - A. Romulus, Remus and Rome
 - B. The Republic
 - 1. From Defense to Conquest
 - 2. Political Culture

- C. The Punic War
- D. The Greek Conquest
- E. The Late Republic
 - 1. Militarism & Hubris
 - 2. The Civil War
 - 3. The Augustan Settlement
- F. Pax Romana
 - 1. Expansion, Optimism & Prosperity
 - 2. The Spectacle
- VIII. Christianity
 - A. Origins
 - B. Not just another cult
 - C. The Roman Decline
 - 1. Thoughts & Theories
 - 2. Realities
 - a. "Bad Times" & Barbarians
 - b. The Governance Vacuum
 - c. The "Vector" factor
 - 3. The Fall
- IX. Byzantium: The Second Rome
- X. The Dark Ages
 - A. St. Augustine
 - B. Monasticism
 - C. Conversion & Comitatus
- XI. China's First Golden Age
 - A. The Han: China's Roman Twin
 - B. Buddhist Infiltration
 - C. Dynastic Succession
 - 1. Sui
 - 2. Tang
- XII. Fallout
 - A. Rise of Islam
 - B. African Stirrings
 - C. Indian: In Between: From Subject to Object
- XIII. Frankish Europe: Toward the Imperial Impulse

ATTENDANCE DISCLAIMER:

I have not, do not and never will utilize class attendance as a factor in assessing a grade, for a variety of reasons (whether a student is present or not for class is a personal decision). I would hope that I have something to offer vis-à-vis enhancement and/or comprehension of the course material that might entice students to show up at least for the entertainment value. However, be aware that decisions like coins have two sides. The other side of the attendance coin is this: if announcements or pronouncements are made that are relevant to any and all

aspects of the class, especially the course calendar, I am not responsible if a student is not here to hear them!

CLAIMING ASSIGNMENTS:

If any prior quiz or test is not claimed after the final exam is submitted, it will be assessed a ten (10) point per item penalty subtracted from the overall calculated average.