

HISTORY 101: SYLLABUS (5 CR)
HISTORY OF CIVILIZATION: THE GREAT CULTURAL TRADITIONS
FALL QUARTER 2007
INSTRUCTOR: ERIC. HAINES

PRESCRIBED TEXTS:

McKay, Hill, Buckler & Ebrey, A History of World Societies. (7th ed.)
McKay, Hill and Buckler, A History of World Societies: Study Guide. Vol 1
(Optional)
Riley, Gerome, Lembrecht, 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 of 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) Students will complete FOUR timed quizzes. The material for the quizzes will be drawn from the prescribed readings and documents, online lecture comments and discussion. 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 20% 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. (2) There will be a series of discussion topics posted every 10 days or so.. These topics will be based on texts and posted reading materials. Students are required make an initial discussion posting by the end of the first week of the discussion. There will then be additional points added to the score for each posting that adds some new insights in response to other students’ postings. **(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 30% of the final grade. The lowest discussion score will be discarded before the average is calculated. (3) 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 – these include writing out the exact title of the question answered and including your name on the answer submitted. Your examination essay/short answer responses MUST be sent as an attachment in Vista e-mail. Examination answers not submitted in this way cannot be graded.)** The examinations will be graded on a scale of 100 points. No curve grading will be used in this course. There are NO EXTRA CREDIT options for this course. 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 20% and 30% respectively each towards the final grade. Quizzes make up 20% of the grade. The discussions will be worth the remaining 30% 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:

1. Pre-history from the emergence of humans to the Neolithic Revolution. Birth of civilization, Ancient Mesopotamia, Egypt and Hittites. (Chpt 1, pp.1- 20; 34-35)
2. Kingdoms and Empires of the Near East - Hebrews, Assyrians, Phoenicians, Persians. (Chpt 1, pp.20-34)
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. (Chpt 2)
4. Chinese civilization from the Xia/Shang period to the Zhou to the fall of the Han Empire. (Chpt 3; Chpt 6, pp. 161-173)
5. The Greek City-States. Greek Civilization; diffusion of Greek or Hellenistic Civilization. (Chpt 4)
6. Rome - from Republic to Empire; Fall of Rome - from paganism to Christianity. (Chpt 5; Chpt 7, pp.191-205)
7. Transition to the Middle Ages in Byzantium; the Middle East; Africa and East Asia. (Chpt 7, pp.266-216; Chpt 8, pp.219-231; Chpt.9, pp.259-268; Chpt. 6, pp.174-188)

Weekly Reading Schedule:

WEEK ONE:

History of World Societies
Chapter 1, pp. 1-20; 34-35

The Global Experience
Docs # 7; # 10; #1; #11

WEEK TWO:

History of World Societies
Chapter 1, pp.20-32

The Global Experience
Docs # 14; #15; #17

WEEK THREE:

History of World Societies
Chapter 2, pp.37-50

The Global Experience
Docs # 4; #19; # 21

WEEK FOUR:

History of World Societies
Chapter 3, pp.63-87

The Global Experience
Docs # 27; #28; #29; #30; #18

WEEK FIVE:

MIDTERM (October 29th – November 2nd)

WEEK SIX:

History of World Societies
Chapter 2, pp. 52-58.
Chapter 6, pp.161-173

The Global Experience
Docs # 22; #29; #81

WEEK SEVEN:

History of World Societies
Chapter 4

The Global Experience
Docs #32; #34; #35; #42;

WEEK EIGHT:

History of World Societies

The Global Experience

Chapter 5, pp.125-143

Docs #39; #40; #46

WEEK NINE:

History of World Societies

Chapter 5, pp.144-159

Chapter 7, 191- 206

The Global Experience

Docs # 47; #49; #50

WEEK TEN:

History of World Societies

Chapter 7, PP. 206-215.

Chapter 12, pp. 347-351

The Global Experience

Docs #51; #57; #58

WEEK ELEVEN:

History of World Societies

Chapter 8, pp.219-233

Chapter 6, pp.174-188

Chapter 9, pp.259-268

The Global Experience

Docs # 52; #53; #54

FINAL EXAMINATION (December 10th -12th)