

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

Times: Daily 11:30-12:20

Class#:5200A

Classroom: D274A

Instructor: Robert A. Doan

E-mail: [rdoan@bellevuecollege.edu](mailto:rdoan@bellevuecollege.edu)

Office: B 106, Ph. # 3137

Office Hours:– M+W 10:45-11:15, 12:40-1:30; T/Th – 2:45-3:30, and by apt.

**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 start of 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 outlined 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 and instructor).
  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.

## **Class Expectations and Keys to Success:**

1. Attend class regularly (which means 90%+ of the time). Participation portion of grade (see below) can only be gained if you attend. Plus, History builds on itself, like any story. You can only grasp the 'story' if you are there to hear it.
2. Take notes! You can't possibly remember all the info, nor the connecting points of the 'story' unless you are able to remind yourself of them. Take notes from readings too.
3. Do reading. Reading text and other materials before we discuss them is critical. You don't have to "get it" all initially, but you do need to have tried to understand it.
4. Ask and answer questions. Not only is this part of your grade, but this helps you grasp points better.

## **PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION**      **Spring 2012**

### Cheating, Stealing and Plagiarizing\*

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean 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 Dean of Student Services.

### Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").

### Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter 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 present at 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 (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

### Hardship Withdrawal

Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. 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 meet with the Disability Resource Centre (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter.

Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Centre, and review those needs with the instructor as well.

### Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and secretaries will not give out grades. Students should access their grades through the BC Web site.

### Return of Papers and Tests

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

*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 Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*

**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 and Laptops** -- You are expected to turn off/silence your cell phones, AND put them away and out of sight once each class begins. Using them during class will result in a warning; a second incident may result in my asking you leave the room for the remainder of that class. If you need to check something or make a call, please leave class quietly to do so.

Laptops are fine, ***providing*** you are using them for class related matters. If not, the same procedures apply as with cell phones.

### **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.

## **GRADING**

I basically grade on the following numerical system,

A = 87.5%-100% (A-/3.7 = 90%, A/4.0 = 94+%)  
B = 76%-87% (B+/3.3 = 85%, B/3.0 = 81%, B-/2.7=77.5%)  
C = 64%-76% (C+/2.3 = 74%, C/2.0 = 70%, C-/1.7=66%)  
D = 51%-64% (D+/1.3 = 62, D/1.0 = 57)

### **Grading Overview:**

Final Exam -----22.5%	Synopsis (1) ----- 12.5%
Text Quizzes (3)----- 35%	Class/Group Participation --10%
Map Quizzes (4) ----- 20%	

## **GRADING PARAMETERS:**

### **MAP Quizzes: 20%**

There will be **four quizzes, but only best 3 count**. **BUT No make-ups for map quizzes** will be allowed as **the worst map quiz will be tossed out**. List of places and maps will be handed out a couple weeks before each quiz.

### **TEXT Quizzes: 35%**

**Three** quizzes will *be based on readings and lectures: ALL COUNT*. 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 below for explanation) based on terms handed out in class.

Identification terms ("IDs", or "short answers") 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 exams, and group and discussion activities at various points. Those without an \* will relate to objective questions (and perhaps be relevant to exam essays). Those with an \* may also be chosen as identification/short answers. 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 30-50% of quizzes.

### **Final Exam: 22.5%**

There will be one blue book exam. Check the class Schedule for date. Final semi-cumulative.

- Questions similar as on a quiz, but 50% more of them.
- No map, BUT a substantial written essay question.
- List of essay questions given out approx. several weeks before.
- Essay includes doing outlines and critiques of other's outlines (required)

**Essay questions** will require longer answers (2-4 pages in many cases) that are well organized, clear, and supported by evidence. Worth about 50% of exam. 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.

**Make-up exams and quizzes** will only be given to students who miss due to illness or emergency **AND leave me an email or phone message PRIOR to the following class.**

**EXtra Credit:** The **only** extra credit (*one option only per person*) I will allow is an extra synopsis (see below) subject to my approval

### **Question Synopsis -- 12.5%**

You will turn in **ONE** written answer that requires reading relevant materials from text and/or source book, and then answering a related question from those handed out in class. The assignment is a synopsis that combines a brief overview and interpretation of what the text states relevant to a question I pass out to class. Synopsis questions will be handed out periodically during quarter, and each group (determined during first week) will have a different set

- Different groups will be assigned different questions with **different due dates**. Each student will answer a different question.
- For full credit all **MUST** be turned in by due date.
- Be prepared to **share what you write** in class
- Should ideally be between 1 to 2 typed pages long (but **not over two pages**).
- Must be as grammatically correct and understandable as possible, **AND MUST** include at least three **internal citations** from relevant readings.
- **MUST** include at least 3 internal citations on sources (at least two from Text or Source Book)
- Be prepared to **SHARE your info IN CLASS!** Your oral explanation of what you write is part of the grade for these assignments (c. 25%), as well as part of Class Participation.

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

There will be regular discussions based on assigned readings during weekly class time. Specific readings will be assigned in advance. Terms and questions will be the basis for many discussions. You are expected to come to class familiar with and ready to discuss them, and may involve graded writings to be submitted for group credit, and/or whiteboard work. To do well you obviously must attend the classes.

**BOOKS:** **TEXTBOOK:** Traditions and Encounters, vol. A....to 1000 6<sup>th</sup> ed  
Bentley, Ziegler 9780077367961

**SOURCE BOOK:** The Human Record: Sources of Global History Vol. 1 7<sup>th</sup> ed.  
Andrea/Overfield Houghton Mifflin (6<sup>th</sup> ed. is fine 9780618751105)

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

T: = Text book, S: = Source book, (**Bold** means read *entire source*, no bold means just read *Intro*. ALWAYS read Intros to Source book chapters and sections.)

<b><u>Week of</u></b>	<b><u>Topics</u></b>	<b><u>Readings</u></b>	<b><u>Assignments</u></b>
April 2-6	Origin of Civ., Ancient Mesopotamia/ Mid-East	T: Ch. 1 (from p. 15 on) and Ch. 2 to p. 39 S: # <b><u>1-2</u></b> , #11-12,	<b><u>Get organized and read!</u></b>
April 9-13	Ancient Egypt, Africa, and later Mesopotamia	T: Rest of Ch 2 and Ch. 3 S: #3, and pp. <b><u>35-39</u></b>	Group 1 Syn. (4/10) <b>Map Quiz 1 (4/12)</b>
April 16-20	Ancient India MesoAmerica	T: Ch. 4 + Ch. 6 to p. 123 S: pp.22-28, <b><u>#5, 6, #9, #13</u></b>	<b>TEXT Quiz 1 (4/19)</b>
April 23-27	Early China and Persia Empire	T: Ch. 5 + pp. 132-40, 144-50 S: #17, pp. 82-4, <b><u>#19-21</u></b>	Group 2 Syn. (4/23) <b>Map QUIZ 2 (4/26)</b>
April 30-May 4	Chinese Unification, Han Era, and Silk Road	T: Ch. 8, pp. 239-50 (Ch. 12) S: pp. 60-3, 143-50, <b><u>#14-15</u></b> , #30-31, #33-35	Group 3 Syn. (5/3)
May 7-11	Classical India and its Religions	T: Ch. 9 S: p. 96, 116-20, #10, <b><u>#22-24</u></b>	<b>TEXT Quiz 2 (5/10)</b>
May 14-18	Greece, Hellenistic Age, Roman Republic	T: Ch. 10, pp. 141-2, 217-21 S: pp. 175-6, #38-40	Group 4 Syn. (5/15) <b>Map Quiz 3 (5/17)</b>
May 21-25	Roman Empire to Fall, Early Christianity, Byzantium	T: Rest of Ch. 11, pp. 253-8, 335-41 S: pp. 199-200, 207-09, #41-42, <b><u>45-46</u></b> , 47-49, 64	<b>TEXT QUIZ 3 (5/24)</b>
<b>May 29</b> -June 1 (off 5/28)	Islamic World	T: Ch. 14 S: p. 282, 295, #50- <b><u>51</u></b> , 58, 60, <b><u>61</u></b> , 62, 71- <b><u>73</u></b>	Group 5 Syn. (5/29) <b>Map Quiz 4 (5/31)</b>
June 4-8	India's and China's "Golden Ages," SE Asia	T: Ch 15, pp. 265-76, 250-2. S: pp. 243-44, 257-58, #52-56, 78, <b><u>82</u></b> , 83	Group 6 Syn. (6/5) <b>Drafts Due (6/6)</b> <b>Drafts Returned (6/8)</b>
June 11-12	Chinese Buddhism, Japan/Korea	T: pp.277-86 S: 84-86	
June 15	<b>FINAL EXAM</b>	<b>11:30-1:20</b>	

