

HS 116 — World Civilization to A. D. 1500

CRN 31113

January 27, 2015 — March 12, 2015

Spring 2015 Syllabus

Instructor: Phillip M. Daniels
Email: phillipmikedaniels@gmail.com
Office Hours: Available before and after class at the Takoma Park/Silver Spring Campus or by appointment
Classroom: Commons room 113
Class time: Tuesday and Thursday from 5:00 p.m. to 7:55 p.m.

Please Note: This course syllabus provides a general plan for the course; deviations may be necessary. *I reserve the right to change readings, test dates, due dates, grade weights and assignments as necessary throughout the semester.*

Course Description: HS 116 is one of two related courses (with HS 117), which may be taken in either order and which cover the world's great cultures, religious and political systems. This course offers the student an opportunity to understand contemporary life in terms of the accumulated cultural experiences of the world and to appreciate the growing interdependence of modern nations. HS 116 covers material from the ancient world to A.D. 1500 and is a comparative inquiry into the emergence and flowering of ancient Near Eastern and Mediterranean civilizations; the Christian Middle Ages and Renaissance in Europe; China and the development of Confucianism, Taoism, and Buddhism; Hinduism and Indian empires; Islam--its conquests and the rise of Ottoman Empire; civilizations of the Americas and African developments. We shall discuss historical and cultural trends as well as pinpoint specific events that shaped history in this part of the world. I hope that the accumulated legacies which our own society has inherited from these civilizations will become apparent. Because there is so much material to cover, the format of the course will be primarily lecture. The class fulfills the Humanities Distribution and the General Education global and cultural perspectives requirement.

Course Objectives

By the end of this course, you should expect to:

- Demonstrate an understanding of the cultures and history of the major civilizations of the world prior to 1500 CE
- Be able to delineate the differences between the three periods analyzed in the course (Early Civilization Period, Classical Period, Post-Classical Period)
- Use historical methods as analytical tools to investigate the past
- Read and critically evaluate primary sources
- Organize an essay and support your thesis with historical evidence

REQUIRED TEXTS

Civilizations Past & Present, Volume 1, 12th Edition by Robert Edgar, Neil Hackett, George Jewsbury, Barbara Molony, Matthew Gordon.

Important Information

- All students must be officially enrolled in the course by February 3, 2015. No requests to add the course will be approved after that time. Enrolling officially and on time is the sole responsibility of each student.
- If you need particular pedagogical or physical accommodations, please let me know so that we can work together. Students with disabilities should be registered with the Office of Disability Support Services (240-567-1475). At Takoma Park/Silver Spring, DSS is located on the 1st Floor of the Student Services Center.
- Also, if you need assistance in enhancing your writing skills please contact the Takoma Park/Silver Spring Writing, Reading, and Language Center (240-567-1556).
- While there are legitimate educational uses for these tools, most research on classroom use shows that they are more distracting than enabling. The use of tape recorders, laptop computers, tablets, and other devices is permitted for taking notes. However, you are not to use these devices to email, text or communicate with others while in the classroom, and if these devices become distracting to the class, you will be asked to turn them off. Smart phones are not permitted; please ensure that you silence your phone during class. The use of photographic, video equipment or speech-to-text transcription software is also prohibited.
- You should check your email at least daily: if you don't use a university email account regularly, set it to forward mail to your preferred address. I check email regularly: you should hear back from me within 24 hours. If you send me an assignment, I will reply with an acknowledgement. If I don't reply, I probably did not get the email: try again.

Advisory/Disclaimer

History is about real people, diverse cultures, interesting theories, strongly held belief systems, complex situations and dramatic actions. Students are expected to behave respectfully towards their peers and instructor. Disruptive behavior will result in penalties and possibly removal from the classroom. This does not mean that there can't be lively discussions and disagreements, but personal attacks, interruptions, excessive volume, threatening gestures or words, and failure to give others a chance to speak and be heard are not acceptable.

Academic Honesty

Plagiarism will not be tolerated in this course. Plagiarism is the use of the words or ideas of another person without proper acknowledgement. Plagiarism is intellectual theft; in an educational setting it is particularly repugnant. Plagiarism in my courses will be punished. It's simple: Anytime you copy words into your own work, you must clearly mark them and acknowledge the source of those words. Anytime you use someone else's ideas, you must admit it. There are three options: put it in quotation marks and footnote; paraphrase and footnote; or be original. If you have any questions or any concerns about citation format or necessity, ask someone who knows what they're doing.

Other forms of academic misconduct will not be tolerated either, including the use of unauthorized aid on tests, failing to write one's own papers, using papers for more than one course without permission. None of this precludes group study and discussion: those are actually really good ideas. Academic misconduct will result in zero credit for an assignment, and may result in failure of the course or other penalties.

FORMAT OF THE COURSE

I will use a combination of lectures, class discussions, and other forms of direct student participation that will provide students with the opportunity to learn skills that will be necessary for them both as history students and in most of life's endeavors: critical and analytical thinking, writing, reading, listening, note taking, working in groups, and public speaking.

Lectures

The lectures do not “cover” what you read in the textbook. The lectures and textbook are intended to supplement each other, not duplicate material: you are responsible for learning from both. Some of my lectures will expand on the history presented in the textbook, adding detail and alternative understandings. Some of my lectures will be about historical practice and theory as it applies to specific topics. Some of my lectures will address people, places and situations which aren't in the textbook at all. I will sometimes correct or disagree with the textbook or other historians. Historians do that.

The lectures and classroom discussions to be reflected in your test and essay answers; if you're not paying attention, participating and taking notes, you will almost certainly not do as well, grade-wise. Research on student learning shows that handwritten notes greatly improve information retention.

Homework: Primary Source Readings and Videos

Primary sources are what historians call documents that are original from the time period being studied; these are the raw materials that historians use to answer questions and build our understanding of the worlds of the past. There are ten (10) primary source readings in addition to the textbook. For each one, students will do a short document summary and analysis assignment, which will be a starting place for our class discussions. There will also be two (2) video summary/response assignments. Out of the twelve homework assignments, I will drop the lowest two grades from the final grade calculation.

Grading Standard: Grades for homework are based primarily on timely completion. A small portion of the grade will be based on the quality and depth of the answers, depending on the assignment.

The course consists of seven components:

1. Twice-weekly class meetings, which will combine lectures by the instructor with as much open discussion as is possible (given the constraints of time and the size of the class.)
2. Weekly assigned readings of textbook chapters, primary and secondary documents, and multi-media, interactive maps. For each week, students will read on average 60 pages from the textbook and between 10 and 40 pages of documents.
3. Class discussions based on the readings and lectures

4. Students will submit to short (2-page) papers based on primary and secondary documents and/or videos, which will require no additional research. Each paper will be assigned on Thursday and will be due the following Tuesday.
5. Students will submit an essay question covering the material contained in the videos they are asked to view throughout the course.
6. Two exams consisting several essays given on the Thursday prior to exam and due on the exam date (the following Tuesday). A list of study questions will be distributed prior to the exam. The questions that will appear on the exam will be selected from the list of study questions. Apart from content, correct grammar, spelling and writing style will be used to determine your grade in these exams.
7. Beginning on February 3, 2015, students will take a quiz on the definitions and text material. These quizzes will consist of 10 multiple-choice questions. Quizzes will begin promptly at 5:00 and end at 5:15. Students arriving late will not be given extra time to complete the quiz. Students will not be allowed to make up quizzes they missed.

Students may earn extra credit by correcting their answers on these quizzes. To earn this for a credit, the student must identify the source of the information they used to find the correct answer.

Grading and Assignments

Requirements for this course include:

Exams (25% each)	50%
Quizzes (1% each)	10%
Paper assignments (5% each)	20%
Video questions	10%
Attendance and Participation	<u>10%</u>
Total	100%

Grades will be computed on the following standard scale:

A: 92.5% and above	B+: 87.5% - 89.9%	C+: 77.5% - 79.9%	D+: 67.5% - 69.9%
A-: 90% - 92.4%	B: 82.5% - 87.4%	C: 72.5% - 77.4%	D: 60.0% - 67.4%
	B-: 80.0% - 82.4%	C-: 70.0% - 72.4%	E: Below 60%

Students are expected to come to class having read the assigned text/documents; in class, students will be encouraged to answer questions posed by the instructor and/or to offer any comments or questions concerning the course material at any time.

Your attendance in class is mandatory. *If you have to miss a class, please inform me ahead of the class meeting; in case of an emergency absence, please inform the instructor as soon as possible.* This is not only courteous; it will ensure that you are kept up to date on any course announcements. In case of an absence, once you have notified me, you should 1) do all the assigned reading for that week 2) obtain class handouts for that class session 3) obtain

notes or any announcements from a classmate who was in attendance 4) feel free to come to or contact me with any questions on the course material.

Unexcused Absences: Since class attendance comprises a significant part of your grade for this course, any student who misses **more than two classes** without an appropriate excuse will have his/her grade for "attendance and participation" reduced by one full letter grade for each additional class meeting that s/he misses. A pattern of lateness will also result in a poor class participation grade.

Plagiarism and Cheating

Plagiarism, cheating, or other academic misconduct will not be tolerated and will be reported to the Department Chair. Plagiarism is theft. If you do not understand what plagiarism entails as it is described in this excerpt from the student handbook, you should see me before the assignment is due.

Policy for Incomplete Grades

If for some reason you are not able to complete the coursework by the end of the course due to extenuating circumstances beyond the student's control, and incomplete ("I") grade may be given at the instructor's discretion – however, the student must have satisfactorily completed at least 80% of the coursework. The instructor will stipulate the particular work to be completed before a new, replacement grade can be submitted. If the work is not completed within the next semester, the "I" grade will change to an "F" (failing) grade.

Planning Time:

Successful students (those that get A's, B's, and C's) use their time wisely. The standard formula for college coursework is that for every one hour of class time will result in three to six hours (and sometimes more) of homework; so a three-unit course will require an average of 9 or more hours of homework (reading, research, studying) per lesson. As a result, successful students plan their time wisely so that they keep up with assignments by maintaining a pace that fits the course schedule. They also communicate with the instructor often so that they can receive much needed feedback on their work.

Please note that not all lessons are created equal. Some may take a bit more time than others.

Class Schedule

	Readings	Class Date
<i>Topics: What is History; Why World History and not Western Civilization; How to Study History; Primary vs. Secondary Sources</i> <i>Human Prehistory; Agricultural Revolution; Early African Civilizations</i> CHAPTER 8: African Beginnings – African Civilizations To 1500 C.E.	(Pgs. 233 – 261)	1/27/2015
	Readings	Class Date

<p>Topics: <i>Early Civilizations in the Near East (Part 1) -- Sumer, Mesopotamia, Egypt, Hebrews, Hittites, and Assyrians</i> CHAPTER 1: Stone Age Societies And The Earliest Civilizations Of The Near East</p>	(Pgs. 2 – 37)	1/29/2015
<p>Topics: <i>Early Civilizations in the Near East (Part 2) -- The Persian Empires, Islam</i> CHAPTER 6: The Eastern Mediterranean World, 300–750 C.E. CHAPTER 7: The Islamic World, 800–1300 C.E</p>	(Pgs. 162 – 199) (Pgs. 200 – 231)	2/03/2015 2/05/2015 2/10/2015
<p>Topics: <i>Minoans, Mycenaeans; Classical Greece, Alexander the Great, and the spread of Hellenism; Republican Rome and the Founding of the Roman Empire; Christianity and the “Fall” of the Roman Empire, Eastern Roman Empire; Christian and Medieval Europe</i> CHAPTER 4: Greece – Minoan, Mycenaean Hellenic, And Hellenistic Civilizations, 2000–30 B.C.E. CHAPTER 5: Roman Civilization – The Roman World, C. 900 B.C.E. To 476 C.E. CHAPTER 9: The Formation Of Christian Europe, 476–1300 C.E. CHAPTER 14: European Cultural And Religious Transformations – The Renaissance And The Reformation, 1300–1600 CHAPTER 15: State Development In Europe – Western And Central Europe, Russia, And The Balkans To 1650</p>	(Pgs. 96 – 127) (Pgs. 128 – 161) (Pgs. 262 – 299) (Pgs. 414 – 451) (Pgs. 452 – 479)	2/12/2015 2/17/2015 2/19/2015
<p align="center">Midterm Exam (Take Home) Due 2/26/15– No Quiz on 2/24 and 2/26</p>		
<p>Topics: <i>Early Chinese Civilization; Qin and Han Dynasties, Confucianism, Daoism, Legalism and the Han, the Sui, the Tang Dynasties, Song China and the Mongols; Indus River Valley and Vedic India; Hinduism and Buddhism; Buddhism in China; post-classical India,</i> CHAPTER 2: Early Chinese Civilization – From Neolithic Origins To 220 C.E. CHAPTER 3: Early Indian Civilizations – From Neolithic Origins To 300 C.E. CHAPTER 10: Culture, Power, And Trade In The Era Of Asian Hegemony, 220–1350 CHAPTER 13: East Asian Cultural And Political Systems, 1300–1650</p>	(Pgs. 38 – 63) (Pgs. 64 – 95) (Pgs. 300 – 339) (Pgs. 388 – 413)	2/24/2015 2/26/2015 3/03/2015

	Readings	Class Date
Topics: <i>Trade and the Increase of Global Markets in the Post-Classical Period Transformations in the late post-classical period in Europe and China</i> CHAPTER 12: The Great Dynastic Empires Of Eurasia, 1300–1650	(Pgs. 364 – 387)	3/05/2015
Topics: <i>West African, East African and South African Civilizations</i> CHAPTER 8: African Beginnings – African Civilizations To 1500 C.E.	(Pgs. 233 – 261)	3/10/2015
Topics: <i>Pre-Columbian America</i> CHAPTER 11: The Americas To 1500	(Pgs. 340 – 363)	3/12/2015
Final Exam (Take Home) Due 3/19/2015		