History 3

History of Early Civilization

Spring 2006

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Course Introduction

Welcome to History 3! This course surveys the main political, social, economic, and intellectual developments that have shaped world civilizations from the ancient times to 1500 CE. The purpose of this course is twofold. First, to assist students in acquiring knowledge about the development of world civilizations and the impact these civilizations have had in shaping contemporary life. Second, to instruct students in the skills of historical thinking. These skills include a historian’s ability to analyze the content of documentary evidence, understand events in their historical context, and draw tentative conclusions from limited data. To accomplish this, students will be exposed to primary sources, secondary sources, and cultural artifacts through lectures, assigned readings, and multimedia.

The content of this course is organized into five themes. The first theme, The Nature of Historical Knowledge, explores how the past is reconstructed and the sources used by historians to reconstruct the past. The second theme, The Ordering of the Urban World (c. 3500-500 BCE), examines the emergence of civilization throughout different regions of the world. It explores the political and socioeconomic impact civilization had on its members. The third theme, Empires, Classical Traditions, and Paths to Salvation (c. 500 BCE-500 CE), traces the rise of empires in the Mediterranean, China, and India. It analyzes the development of religious and philosophical traditions still with us today. The fourth theme, The Struggle for the Mediterranean World (c. 500-1200 CE), compares and contrasts the course of Islam and Christianity in its quest to control of the Mediterranean world. The fifth theme, Expansion and Interaction (1200-1500 CE), focuses on the impact nomadic people had on established empires and on the opening of the Atlantic world.

This survey course cannot hope to do justice to nearly 4500 years of history in a time span of one semester. Consequently, a process of selection has taken place in an attempt to synthesize these 4500 years of history into thirty-two class meetings. In doing so, certain social, economic, political, and intellectual developments will be simplified, briefly mentioned, or even omitted during lectures. The synthesis provided by the instructor in this course represents only one of many ways to interpret the themes covered in History 3. It is not absolute truth! The information presented in this course, however, does provide a base from which students can launch their own investigations into the study of the past. It is my hope that students will take from this course the basic knowledge and skills necessary to begin forming their own views and interpretations about world history.
Student Learning Outcomes

After successful completion of History 3, students will:

1. Demonstrate the ability to explain how historical knowledge is constructed through the use of primary sources and secondary sources.

2. Demonstrate the ability to analyze the content of primary sources/cultural artifacts and discuss the significance of this content within its historical setting.

3. Demonstrate the ability to identify the varying factors that contributed to the rise of civilization, and the key intellectual, political, and socioeconomic events/movements that have shaped civilizations from ancient times to 1500 CE.

4. Demonstrate the ability to assess the impact separate cultural traditions and expanding contacts between cultures have had in shaping the course of civilizations.

5. Demonstrate the ability to evaluate the impact ancient and medieval civilizations have had on shaping contemporary life.

6. Demonstrate the ability to apply critical thinking and research methodology to enable academic success.

7. Demonstrate the ability to work independently and in a collaborative setting.

Assessment Measures

Student performance in History 3 will be assessed in three ways:

1. Objective Examinations: Students will complete five objective examinations. These examinations will require students to evaluate and assess whether statements made about concepts covered in the course are accurate.

2. Seminars - Source Analysis: Students will meet in seminars to analyze, assess, and discuss primary sources, secondary sources, cultural artifacts, and historical problems. Seminars grant students the opportunity to practice the craft of the historian in a collaborative setting. During seminar groups will identify the historical significance of the sources cited above and determine the relationship of these sources to concepts covered in class.

Required Books/Materials

The following books and materials are required for this course. They are available at the El Camino College Bookstore.


5 Scantron (Quizstrips Form no. 882-E)
Student Grade Record

The course grade will be based on one Process Paper and four objective examinations. The Process Paper and the examinations are graded on the 100% scale. Please keep all materials returned and record the scores below.

Student Grade Record

Objective Exam 1 (20%): _____ Objective Exam 2 (20%): _____ Objective Exam 3 (20%): _____

Objective Exam 4 (20%): _____ Objective Exam 5 (20%):____

History 3 Final Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>59% and below</td>
<td>F</td>
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Computer/Internet Access

Students must access the Internet to download lecture notes. If you do not have Internet access, be sure to use one of the many computer labs accessible at El Camino College. For example, computers can be accessed at the Library Media Technology Center (LMTC) located at the East Lower Level of Schauerman Library. Call (310) 660-6715 for hours of operation.

Should I be enrolled in this Course?

History 3 is a college level history course. Consequently, it requires that students possess sound reading and writing skills. Students who are carrying an excessive load of classes this semester, who are working an excessive number of hours, or who have not completed the recommended preparation eligibility of English 1A, are asked to carefully consider if they should be enrolled in this course.

Attendance

Attendance is mandatory in this class! Be sure to look at El Camino College's online course offerings if you do not enjoy being in a classroom setting. Students are responsible for signing the attendance roster. If a student is unable to attend class, it is his/her responsibility to notify the instructor through an e-mail message. Take a moment to familiarize yourself with the following statement on attendance taken from the El Camino College 2004-2005 Catalog (p. 9): 

Regular attendance is expected of every student. A student may be dropped from the class when the number of hours absent exceeds the number of units assigned to the course. Please drop this course immediately if you cannot commit to three hours of class time a week and the required time necessary to prepare for this course outside of the classroom. If a student stops attending class, then it is their responsibility to drop the course. Failure to do so will result in an F issued for the course grade.

Rules of Conduct

The instructor will not tolerate disruptive behavior in class. Disruptive behavior includes, but is not limited to: coming to class unprepared, arriving late to class, striking up a conversation with your neighbor during class, taking naps during class, failing to take notes during class, leaving class early, not
coming to class, and forgetting to turn off cell phones and pagers before coming into class. Dishonesty, plagiarism, and cheating will result in immediate dismissal from this course. Please drop this course immediately if you cannot follow the rules of conduct cited above.

How to Succeed in this Course

What makes a successful college student? Successful college students accept personal responsibility, are self-motivated, and have mastered time-management. This course will call upon students to adopt and apply these principles by requiring them to:

1. Study consistently throughout the semester
2. Stay on top of reading assignments.
3. Take detailed notes.
4. Review their notes regularly.
5. Have assignments ready in advance
6. Work on writing skills.
7. Attend class regularly.
8. Visit the instructor during office hours.

American with Disabilities Act

Please inform the instructor if you need course adaptations or accommodation in the classroom because of a disability, if you have emergency medical information to share with your instructor, or if you need special arrangements in case the building must be evacuated.

Proposed Themes and Readings

The instructor reserves the right to alter or deviate from the proposed themes and reading schedule. Students will be notified in advance should changes be made. The most current schedule will always be available on the instructor's web page.

PROPOSED THEMES AND REQUIRED READING

Note: Visit the course web page regularly for additional required reading.

Theme 1: Course Introduction and the Nature of Historical Knowledge

<table>
<thead>
<tr>
<th>Topics</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Introduction/Syllabus</td>
<td>Syllabus</td>
</tr>
<tr>
<td>New Landscapes and New Eyes</td>
<td>Lecture notes, <em>Gilgamesh</em>, pp. 7-30</td>
</tr>
</tbody>
</table>

Theme 2: The Coming of the Urban World (c. 3500-500 BCE)

<table>
<thead>
<tr>
<th>Topics</th>
<th>Required Reading</th>
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<tbody>
<tr>
<td>Revolution or Revolutionary?</td>
<td>Lecture notes, <em>Gilgamesh</em>, pp. 30-47</td>
</tr>
<tr>
<td>City-States, Kingdoms, and Empires I:</td>
<td>Lecture notes, <em>Gilgamesh</em>, pp. 48-96</td>
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Mesopotamia and Egypt

City-States, Kingdoms, and Empires II: Indo-Pakistan Subcontinent, China, and Mesoamerica

Theme 3: Empires, Classical Traditions, and Paths to Salvation (c. 500 BCE-500 CE)

Topics | Required Reading
---|---
The Genesis of East Asia | Lecture notes
The Foundations of the Western Tradition | Lecture notes
Southernization | Lecture notes, *Twelve Caesars*, 150-212
Mesoamerica in the Classic Period | Lecture Notes

Theme 4: The Struggle for the Mediterranean World (c. 500-1200)

Topics | Required Reading
---|---
Global Warming and Nomadic Expansion | Lecture Notes
The Challenge of Muhammad | Lecture notes
The Europe of the Popes | Lecture notes

Theme 5: Expansion and Interaction (c. 1200-1500)

Topics | Required Reading
---|---
From the Divine to the Human | Lecture notes
The Lure of Africa | Lecture notes, and *Sunjata*, Introduction, 5-31
The Opening of the Atlantic World | Lecture notes