History 140: Early Civilizations

Course Syllabus - Spring 2011

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Sat 11:00am-12:00pm
Online Office Hours: M 6:30-7:30pm
Meebo Office Hours: M 6:30-7:30pm
Skype Office Hours: M 6:30-7:30pm
Instructor Skype Contact: ecchi
Course Web Site: http://suarezol.org/joomla

Course Introduction

Welcome to History 140! 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 knowledge about the past is uncovered and the sources used by historians to reconstruct the past. The second theme, *The Ordering of Early Human Communities (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 that are still with us today. The fourth theme, *Contacts and New Challenges (c. 500-1200 CE)*, compares and contrasts the course of Islam and Christianity and explores the impact of the Mongol incursion into China. The impact of migrations in Africa are also analyzed as well as the concept of Southernization. The fifth theme, *Expansion and Interaction (1200-1500 CE)*, focuses on the state of the world circa 1400, the socioeconomic-political characteristics of empires in the Americas, the rise of trading empires in sub-Saharan Africa and 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 140. 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 140:

1. Students will identify and explain major social, economic, political and cultural patterns in a written or oral assignment.

2. Students will accurately identify a primary or secondary source relating to history and apply the appropriate historical methods to explain what the source reveals about its historical context.

3. Students will develop and persuasively argue an historical thesis in a written or oral assignment that effectively uses primary and/or secondary sources.

Course Objectives

1. Assess the significance of agriculture in the development of complex cultures and identify the major characteristics of early agricultural societies.

2. Analyze the impact of geographical features in the formation and evolution of early civilizations of the Near East, Egypt, South Asia, China, and the Americas.

3. Compare and contrast the political, religious, economic, and social institutions of early civilizations of the Near East, Egypt, South Asia, China, and the Americas.

4. Assess the role of Nomadic societies in the development of early agricultural civilizations.

5. Discuss the major characteristics of the Classical Era and identify what distinguishes it from earlier historical periods.

6. Identify and analyze the ways Classical civilizations of the Near East, South Asia, China, and the Mediterranean maintained or transformed earlier institutions and traditions.

7. Examine the various ways in which cultural encounters occurred and identify significant cross-cultural exchanges that took place during the Classical Era.

8. Compare the major legacies of Classical civilizations in the Near East, South Asia, China, and the Mediterranean.

9. Identify the major characteristics of the Post-Classical era and discuss what distinguishes it from earlier historical periods.

10. Assess the contributions of earlier civilizations to the development of the Post-Classical societies of Medieval Europe, the Byzantine Empire, and the Islamic Empire.

11. Analyze the political, economic, social, and cultural evolution of South Asian and Chinese
civilizations in the Post-Classical era.

12. Evaluate the spread of South Asian culture throughout the Indian Ocean Basin and the spread of Chinese culture in East Asia.

13. Explain and analyze the origins, basic beliefs, and diffusions of the world’s major religious traditions: Judaism, Hinduism, Buddhism, Christianity, and Islam.

14. Identify and assess the major legacies of Post-Classical civilizations in the Near East, Africa, South Asia, China, and Europe.

**Required Books/Materials**

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


You will need to do the following to access the journal articles:

Go to the Library Circulation Desk with your valid El Camino College Student Identification Card and register as a current library user. This will grant you login validation and access to these readings.

**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. What software and hardware will you need for this course? You must have at a minimum:

- Internet access
- A PC with Windows and a Pentium processor or a Macintosh with at least System 9.0
- A recent version of a web browser such as Microsoft Explorer or Firefox
- An Internet Service Provider
- An Email Address
- Microsoft Word version 2003 or earlier
- PDF File Reader

**Assessment Measures**

Student performance in History 140 will be assessed in four ways:
1. *Essay Examinations (60% of the grade)*: Writing an effective college level in-class essay examination requires that students have knowledge of the subject matter and that students have the ability to organize the knowledge into a coherent set of arguments. An effective essay has a clear introduction, a solid body of evidence and argumentation and a firm conclusion based on what was written. Unlike take-home essay examinations, an in-class essay examination must also contend with time. To ensure that you are exposed to wide range of assessment measures, students enrolled in History 140 will complete two essay exams in which major social, economic, political and cultural patterns will be reconstructed through the analysis and evaluation of historical sources.

2. *Objective Examinations (15% of the grade)*: Students will complete in-class and online examinations in which historical periods, themes and ideas will be analyzed and evaluated to determine the accuracy of their presentation. These examinations will test a student's course knowledge base and a student's ability to read critically in determine a correct answer.

3. *Seminars (15% of the grade)*: Creating a community of learners through academic and social involvement in the classroom encourages students to be active participants in the learning process and promotes their persistence in the pursuit of their educational goals, whether it be completing a certificate program, attaining an Associate of Arts/Science degree, or transferring to a four-year institution. To emphasize this aspect of your academic training, students will collaboratively address a variety of historical questions by analyzing primary and secondary sources in a seminar setting.

4. *Resource Page (10% of the grade)*: Students will be introduced to research methodology by constructing a resource page that will cite scholarly monographs, articles and websites for a selected topic within the scope of this course. Through the completion of this assignment, students will gain knowledge of library resources and research methods.

**Student Grade Record**

The course grade will be based on two essay exams, one process paper, and three objective exams. All assessment measures are graded on the 100% scale.

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<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
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<tr>
<td>80-89%</td>
<td>B</td>
<td>3.0</td>
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<tr>
<td>70-79%</td>
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<td>2.0</td>
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<td>60-69%</td>
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<tr>
<td>59% and below</td>
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**Should I be enrolled in this Course?**

History 140 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 Catalog:  *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 the following: 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**

El Camino College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. A student with a disability, who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the Special Resources Center. To make arrangements for academic accommodations, contact the Special Resources Center.

Also, 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, Readings and Due Dates**

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. *Assignment and examination due dates are recorded on the course website.*
THE NATURE OF HISTORICAL KNOWLEDGE

Course Introduction

- Course Syllabus

The Nature of Historical Knowledge

Required Assignments/Reading/Viewing:

- Stearns, World History in Brief, Chapter: Introduction
- "Why Study World History." Jerry H. Bentley. World History Connected
- Primary Source Analysis: Karl Marx and Friedrich Engels, The Communist Manifesto (selections - located on the course website)
- Seminar: Plows, Poems and Music (materials for this seminar are located on the course website)

THE ORDERING OF EARLY SOCIETIES (c. 3500 - 500 BCE)

Becoming Human

Required Assignments/Reading/Viewing:

- Stearns, World History in Brief, Chapter 1: From Human Prehistory to the Rise of Agriculture (begin reading)
- The Journey of Man: A Genetic Odyssey (in-class viewing)

Revolution or Revolutionary?

Required Assignments/Reading/Viewing:

- Stearns, World History in Brief, Chapter1: From Human Prehistory to the Rise of Agriculture (finish reading)

Civilizations: Early Definitions and Configurations

Required Assignments/Reading/Viewing:

- Stearns, World History in Brief, Chapter 2: Early Civilizations 3500-1000 BCE
Early Civilizations: Culture and Writing

**Required Assignments/Reading/Viewing:**

- Stearns, *World History in Brief*, Chapter 3: *Nomadic Societies*
- Primary Source Analysis: *Hammurabi’s Law Code* (selections - located on the course website)
- Seminar: *The Etiology of Flood Stories* (materials for this seminar are located on the course website)

**EMPIRES, CLASSICAL TRADITIONS AND PATHS TO SALVATION (c. 500 BCE - 500 CE)**

The Genesis of East Asia

**Required Assignments/Reading/Viewing:**

- Stearns, *World History in Brief*, Chapter 4: *Classical Civilization - China*
- Primary Source Analysis: *Analects of Confucius* (selections - located on the course website)

Mauryan Imperialism in India

**Required Assignments/Reading/Viewing:**

- Stearns, *World History in Brief*, Chapter 5: *Classical Civilization - India*
- Primary Source Analysis: *Bhagavad Gita* (selections - located on the course website)
Greece and the World of the Polis

Required Assignments/Reading/Viewing:

- Primary Source Analysis: The Funeral Oration - Thucydides (selections - located in the course website)

Rome and Order

Required Assignments/Reading/Viewing:

- Stearns, *World History in Brief*, Chapter 6: Classical Civilization - Greece and Rome (finish reading) and Chapter 7: The Classical Period - Directions, Diversity and Declines by 500 CE
- Primary Source Analysis: The Aeneid - Virgil (selections - located on the course website)

CONTACTS AND NEW CHALLENGES (c. 500-1200 CE)

The Scientific Achievements of the Islamic World

Required Assignments/Reading/Viewing:

- Primary Source Analysis: On the Harmony of Religions and Philosophy - Ibn Rushd (selections - located on the course website)

Southernization

Required Assignments/Reading/Viewing:

- Stearns, *World History in Brief*, Chapter 9: India and Southeast Asia under Islam
- Seminar: Southernization (materials for this seminar are located on the course website)
The Trading Empires of Sub-Sahara Africa

Required Assignments/Reading/Viewing:

- Stearns, *World History in Brief*, Chapter 10: *Africa and Islam*
- Primary Source Analysis: *Travels in Africa and Asia* - Ibn Battuta (selections - located on the course website)

Europe of the Popes

Required Assignments/Reading/Viewing:

- Stearns, *World History in Brief*, Chapter 11: *East European Civilization - Byzantium and Russia* and Chapter 12: *Western Civilization - The Middle Ages*
- Primary Source Analysis: *Summa Contra Gentiles* - Thomas Aquinas (selections - located on the course website)
- Film: *The Name of the Rose* (in-class viewing)
- Seminar: *The Name of the Rose* (materials for this seminar are located on the course website)

The Song Achievement

Required Assignments/Reading/Viewing:

- Primary Source Analysis: *On Farming* - Chen Pu (selections - located on the course website)

EXPANSION AND INTERACTION (c. 1200-1500 CE)

The Americas before the Encounter

Required Assignments/Reading/Viewing:

- Stearns, *World History in Brief*, Chapter 14: *Centers of Civilizations in the Americas*
• Seminar: The Question of Ritual Human Sacrifice (materials for this seminar are located on the course website)

The Biological Old Regime

Required Assignments/Reading/Viewing:

• Stearns, World History in Brief, Chapter 15: The Mongol Interlude and the End of the Post Classical Period


• Primary Source Analysis: Zheng He's Inscription (selections - located on the course website)

The Lure of Africa and the Opening of the Atlantic World

Required Assignments/Reading/Viewing:


• Primary Source Analysis: The Chronicle of the Discovery and Conquest of Guine - Gomes Eannes de Azurara (selections - located on the course website)