

History 140: Early Civilizations Course Syllabus

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Course Web Site: <http://eccwhp.org>

Course Description

This course is a survey of the political, economic, social, and cultural development of World Civilizations from the origins of these complex cultures in the Neolithic era to the emergence of the West in the fifteenth century. Topics include the early civilizations of the Near East, Egypt, India, China, the Americas, Greece, and Rome.

Student Learning Outcomes

Upon completion of History of Early Civilizations, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of Early Civilizations and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

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.

Elizabeth Pollard, Clifford Rosenberg and Robert Tignor. *Worlds Together, Worlds Apart*. Volume I: *Beginnings through the 15th Century*. Concise Edition. (Available at the El Camino College Bookstore - this book must be purchased)

All other required readings are available online on the instructor's website.

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
- Microsoft Internet Explorer – latest version
- PDF File Reader

Assessment Measures

Student achievement in History 140 will be assessed in four ways:

1. *Essay Examinations (50% 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 (20% of the grade)*: Students will complete examinations in which historical periods, themes and ideas will be analyzed and evaluated to determine the accuracy of their presentation through true/false statements and multiple choice questions. These examinations will test a student's course knowledge base and a student's ability to read primary and secondary sources critically.
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. *Research Methodology (15% of the grade)*: Students will be introduced to research methodology by producing a collaborative/individual research presentation 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.

No Make-up Exams/Activities

Under no circumstances except for a documented medical reason will make-up exams/activities be administered.

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.

90-100%	A	4.0	70-79%	C	2.0	59% and below F
80-89%	B	3.0	60-69%	D	1.0	

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 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. *Assignment and examination due dates are recorded on the course website.*

Course Introduction

Required Assignments/Reading/Viewing:

- Course syllabus and History 140 Website

Threshold Concepts and Historical Knowledge

Required Assignments/Reading/Viewing:

- *Threshold Concepts and Historical Knowledge*
- Perspectives: Alun Munslow, *Deconstructing History*
- Primary Source Analysis: Karl Marx and Friedrich Engels, *The Communist Manifesto*
- Seminar: *Plows, Poems and Music*

The Chronometric Revolution

Required Reading/Viewing:

- *The Chronometric Revolution*
- Primary Source Analysis: Charles Darwin, *On the Origin of Species*

The Journey of Y

Required Assignments/Reading/Viewing:

- *The Journey of Y*

- Video Screening: Spencer Wells, *Building a Family Tree*
- Primary Source Analysis: *The Cave of Altamira*
- Article Analysis: "Neanderthal Extinction and Modern Human Behaviour: The Role of Climate Change and Clothing." Ian Gilligan, *World Archaeology*, Vol. 39, No. 4, (Dec., 2007)

Revolution or Revolutionary?

Required Assignments/Reading/Viewing:

- *Revolution or Revolutionary?*
- Primary Source Analysis: *Çatalhöyük Field Report*
- Article Analysis: "Biological Changes in Human Populations with Agriculture." Clark Spencer Larsen. *Annual Review of Anthropology*, Vol. 24 (1995)

The Rise of Archaic States

Required Assignments/Reading/Viewing:

- *The Rise of Archaic States*
- Primary Source Analysis: Hammurabi, *Law Code*

The Persistence of Gods

Required Assignments/Reading/Viewing:

- *The Persistence of Gods*
- Seminar: *Etiology of Flood Stories*

A New Technology

- *A New Technology*
- *Breaking the Maya Code*
- Seminar: *Deciphering the Maya Glyphs*

The Axial Revolution: China and India

Required Assignments/Reading/Viewing:

- *The Axial Revolution: China and India*
- Primary Source Analysis: Confucius, *Analects* and Buddha, *Sermon at Benares*
- Article Analysis: "The Axial Period: What Was It and What Does It Signify?" Antony Black. *The Review of Politics*, Vol. 70, No. 1 (Winter, 2008)

The Axial Revolution: Greece and Rome

Required Assignments/Reading/Viewing:

- *The Axial Revolution: Greece and Rome*
- Primary Source Analysis: Thucydides, *The Funeral Oration*

The Consequence of Monotheism

Required Assignments/Reading/Viewing:

- *The Consequence of Monotheism*
- Primary Source Analysis: Ibn Rushd, *On the Harmony of Religions and Philosophy*
- Article Analysis: "Islamic Settlement in North Africa and the Iberian Peninsula." James L. Boone and Nancy L. Benco. *Annual Review of Anthropology*, Vol. 28 (1999)

Chasing Aristotle

Required Assignments/Reading/Viewing:

- Film Screening: *The Name of the Rose*
- Seminar: *The Name of the Rose*

A World System

Required Assignments/Reading/Viewing:

- *A World System*
- Primary Source Analysis: Gomes Eannes de Azurara , *The Chronicle of the Conquest of Guine*
- Article Analysis: "The Thirteenth- and Fourteenth-Century Kings of Mali." N. Levtzion. *The Journal of African History*, Vol. 4, No. 3 (1963)