

HISTORY 1010: WORLD CIVILIZATIONS I SPRING 2020

Instructor: Professor William Wood

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Hours: Generally, between 2:30 and 5:00, M-F (or anytime you can catch me)

Course Objectives and Outcomes

As the twenty-first century begins, we find ourselves living in an increasingly interdependent world. How has this come about and why is it important? In this course we will examine the development of cross-civilizational exchange from the fairly isolated civilizations of antiquity to the dawning of truly world-wide interaction at the beginning of the sixteenth century. We will look for how things have stayed the same (“tradition”), as well as how change has come about, especially via encounters with other societies. In so doing we will emphasize Western Civilization, while not overlooking the developments and contributions of other cultures around the globe. (In other words, in learning about the past you have an opportunity to engage in study abroad on the cheap—engaging with different cultures and different ways humans look at and understand the world without leaving our campus. What a deal!)

Our official learning outcomes are that students will be able to:

1. analyze significant primary texts concerning early world civilizations.
2. evaluate political, geographic, economic, social, cultural, religious, and intellectual institutions, structures, and processes across a range of historical periods and cultures.
3. identify and analyze traditions of citizenship and governmental responsibilities to citizens.
4. develop effective communication skills by sharing their interpretations of the past in a variety of written and/or oral assignments.
5. examine historical developments with a particular emphasis on values and ethical choices, in light of being responsible citizens. And finally...

General Education Learning Outcome #2C

Students who complete this GE course will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts. Assessed with a signature assignment (essay question).

Text

Bentley, Jerry H., Herbert F. Ziegler and Heather E. Streets-Salter. *Traditions and Encounters: A Global Perspective on the Past*. Vol. I: From the Beginning to 1500. **Sixth Edition**. Boston: McGraw-Hill, 2015. [“TE” in calendar].

Assignments and Expectations

1. Regular class attendance is essential for your success in this course and is therefore **REQUIRED**. Common courtesy dictates that you let me know in advance if you must miss a class for an excused absence as described in the current catalog. **Note that you will automatically lose 5 points for each unexcused absence**. In addition, there will be a **50 point “bonus” deduction (approximately one full letter grade) should you compile six absences for any reason (both excused and unexcused)**.
2. You will be expected to complete the reading assignments listed in your course calendar

before coming to class.

3. Numerous quizzes (almost always unannounced) will be given in class covering basic knowledge of dates, people and events. Your two lowest scores will be dropped at the end of the semester. Thus, there will be **no** opportunity to make-up missed quizzes. Don't ask.

4. Two Mid-terms and a final examination (see calendar for dates and times) will be given. You must take these on the day and time listed. **No exceptions to accommodate travel plans will be considered. Don't even ask!**

5. Classroom participation is important and therefore will have significant impact on your grade in this course. This includes primarily contributions to classroom discussions, but also, for those on the shy side, "alertness." It is an entirely subjective evaluation based on how I feel about you. Deal with it. Be advised that I do **NOT** allow the use of **computers** or **any other electronic devices** (cell phones, i-Anything, etc.) in this class. Should you choose to ignore this policy your grade will suffer accordingly.

6. San Diego (and even PLNU) is rich in opportunities for students to expand their knowledge of various aspects of world history. Therefore, all students will be expected to engage in at least one activity outside of class during the semester which will enrich your knowledge of world cultures. Within ten days of your "experience," you will supply me with a.) proof of attendance and b.) notes that you collected during your "experience" and c.) a short (one page max--typed) written account of your experience and how it enriched your knowledge of world civilizations. **Note: ALL activities must receive prior approval to count. Assume nothing.**

7. The course grade will be calculated approximately as follows:

| | |
|--------------------------------------|------------|
| Quizzes | --100 pts. |
| Mid-term exam I | --100 pts. |
| Mid-term exam II | --100 pts. |
| Final exam | --150 pts. |
| Attendance and participation | --30 pts. |
| World Civilization Cultural Activity | --20 pts. |

8. **Note well:** Academic dishonesty on any exam, quiz or assignment in this class will result in your failure of the entire course— don't even think about it!

9. All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who have submitted appropriate documentation to the Academic Support Center (ASC) and may need accommodations should discuss options with the ASC during the first two weeks of class. The ASC, at the request of the student, will then

contact the instructor with suggested classroom strategies and recommended academic accommodations for this course. Approved documentation must be on file in the ASC prior to the beginning of the semester.

Course Calendar

(Note: This is a best guess only. You will be held responsible for any changes made and announced in class, including handouts and additional readings).

| <u>DAY</u> | | | <u>DATE</u> | <u>TOPIC</u> |
|------------|----|---------------------------------|-----------------|-------------------------------------|
| | | | | <u>READINGS</u> |
| T | | | JAN 14 | Course Introduction |
| | | | | None Assigned |
| W | | | 15 | The Neolithic Revolution |
| | | | | TE, 2-3, 10-24 |
| F | | | 17 | Rise of Civilization in Mesopotamia |
| | | | | TE, 26-39, 44-49 |
| M | | 20 | NO CLASS | |
| W | | | 22 | Ancient Egypt |
| | | | | TE, 50-73 |
| F | 24 | Introduction to Primary Sources | | Handout |
| M | | | 27 | Palestine and the Hebrews |
| | | | | TE, 40-44 |
| W | | | 29 | Early South Asia |
| | | | | TE, 74-89 |
| F | | | 31 | Early East Asia |
| | | | | TE, 90-108 |
| M | | | FEB 3 | Early Americas |
| | | | | TE, 110-131 |
| W | | | 5 | Classical Persian Civilization |
| | | | | TE, 132-151 |
| F | | | 7 | Confucius and Chinese Thought |
| | | | | TE, 152-159 |
| M | | | 10 | Classical China |

| | | | |
|---|----|--------------------------------|--|
| W | | | TE, 159-173 12 Classical India |
| F | | | TE, 174-183 14 Rise of Buddhism TE, 183-192 |
| M | 17 | MID-TERM EXAM I | |
| W | 19 | Classical Greece | TE, 194-202 |
| F | | | 21 Alexander and Hellenism TE, 202-207 |
| M | | | 24 Greek Religion, Philosophy & Culture TE, 207-215 |
| W | | | 26 The Roman Republic TE, 216-222 |
| F | | | 28 <i>Pax Romana</i> TE, 222-231 |
| M | | | MAR 2 Christ and Christianity TE, 231-236 |
| W | | | 4 The Silk Roads TE, 238-250 |
| F | 6 | Fall of Classical China & Rome | TE, 250-261 |
| M | | | 16 Muhammad TE, 288-295 |
| W | | | 18 Islamic Conquest TE, 295-298 |
| F | | | 20 Islamic Civilization TE, 298-310 |
| M | | | 23 India and the Indian Ocean Basin TE, 312-333 |
| W | | | 25 MID-TERM |

| | | | | |
|---|-----|---|-----------------------------------|--|
| | | | | EXAM II |
| F | | | | 27 Tang and Song China TE, 264-282 |
| M | | | | 30 Spread of Chinese Civilization TE, 282-287 |
| W | APR | 1 | Early Medieval Europe: Politics | TE, 334-344 |
| F | | | | 3 Early Medieval Europe: Society TE, 344-350 |
| M | | | | 6 Early Medieval Europe: Christianity TE, 350-359 |
| W | | | | 8 The Mongol Empire TE, 360-371 |
| F | | | | 10 NO CLASS |
| M | | | | 13 NO CLASS |
| W | | | | 15 The Mongol Legacy TE, 371-381 |
| F | | | | 17 Sub-Saharan Africa TE, 382-401 |
| M | | | | 20 High Middle Ages: Economy & Society TE, 402-415 |
| W | | | | 22 High Middle Ages: Faith & Culture TE, 416-419 |
| F | 24 | | Medieval Expansion & the Crusades | TE, 420-425 |
| M | | | | 27 Long Distance Trade & Travel TE, 446-456 |
| W | | | | 29 Crisis and Recovery TE, 456-465 |
| F | | | | MAY 1 Exploration & Colonization |

Final Examination: Section 3 - Monday, May 4, 7:30-10:00
Section 5 - Friday, May 8, 10:30-1:00

"PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and cultures."

PLNU Mission ★
To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

PLNU COPYRIGHT POLICY ★

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PLNU ACADEMIC ACCOMMODATIONS POLICY ★

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.