

# World Civilizations from the Origins to c. 1000

## Syllabus Fall Term 2009

### General Education Information:

Course: Hist 103 - Section 03 (MWF 10 - 10:50 AM), Section 06 (MWF 1 - 1:50 PM)

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### Course Objectives:

As a general education course fulfilling the cultures and civilizations requirements, the general purpose of World Civilizations is to produce educated persons by introducing students to the complex network of events, patterns, forces, and interacting people that led to the world in which they presently live and teaching them to examine the origins of their world critically (historically). History 103 will acquaint students with a broad historical account of humankind's past from the origins of civilization to about 1000. This general purpose may be said to comprise several distinct objectives. The **major objective** is to provide students with an awareness of the achievements and potentialities of human institutions so that they can better understand their own role in the modern world. Weaving a story of humankind's past in a global context, History 103 will examine the development of the great civilizations or traditions of the world as human achievements that endured for millennia and that still effect us today. Because history enlightens us with regard to who we are and what we may achieve, it will help prepare students to make informed decisions in the future.

Its **second objective** and **major focus** will be to show how human achievements of people around the globe up to the year 1000 were the expressions of their specific time and place. World Civilizations will develop the ability of students to ascertain how human actions occur in specific contexts. It will provide an historical understanding of how the cultures were created by people with specific environments and needs. Once created, however, these cultures and all human institutions at once constrain and enable people: they become part of the environment. History 103 will show how civilizations were the human means to creating order among people, organizing production of human needs, establishing a sense of the importance and meaning of human life, expressing joy and sorrow, and beauty and ugliness. The course will develop the ability of students to think logically, to analyze evidence, and to be precise in thinking and

writing, through the completion of classroom assignments and exams. In a word, the objective is to arm students with an understanding of their history, so that they may leave the university as educated citizens who will seek to preserve what is good and change what is not.

Providing students with an historical explanation of their world and developing their ability to contextualize human achievements, the course will help students to better understand who they are as individuals and as members of communities, such as families, ethnic groups, states, regions, and the world. This course will contextualize the following kinds of human achievements:

1. cultures and civilizations, including agriculture and urban development
2. forms of political organization
3. worldviews and religions
4. forms of economic organization
5. styles of everyday life and pleasure
6. the arts and literature

There are further objectives. World Civilizations will introduce students to the major human value systems created by people in ancient times and up to 1000. It will show how values systems informed all human activity. It will illuminate the relationships between socioeconomic arrangements, political institutions, and value systems, as seen in literature, art, music, and architecture. It is hoped that the historical approach, with its demand for critical analysis, will develop student awareness of and capacity to judge various forms of explanation and evidence. Finally, students will have writing experience through required exams and papers.

We have glorious heritages, both as individuals and as groups. We are heirs to the legacies and potentialities of our parents, families, various communities, and the civilizations that have shaped our very beings. But as St. Bernard (d. 1153) remarked in his De diligendo deo, "To possess what one knows nothing about, what glory can there be in that?" Let us not be like the notorious rooster in Aesop's Fables who, finding a precious jewel in the dirt of the barnyard, preferred a kernel of grain.

#### **Evaluation, Examinations, and Final Grades:**

Students will be evaluated on their mastery of the content set forth in the outline for the course, as demonstrated mostly in clear, expository written form. At least

fifty percent of the final grade will be based on the evaluation of essays required on exams. In keeping with the major objectives of this general-education course, these essays will be graded mostly on the student's ability to recount a history of civilization, to explain some of the significant human achievements and their potentialities, and to place the human achievements studied during the semester in an historical context. Nevertheless, essays and mini-essays must be written in clear, proper expository English.

There will be four quizzes (or more), a mid-term examination during the semester, and a comprehensive final exam at the end of the semester. These exams will consist of identification problems (mini essays, identifying a term in a paragraph or two) and longer essays. All of the identity problems will be based on the list of terms for the course. At least two-thirds of the grade on the mid-term and final exams will consist of writing the longer essays. These exams will be done in exam booklets ("blue books") available at the bookstore. All quizzes and exams must be done with the pen; the pencil will not be allowed. Letter grades (i.e., A, B, C, D, F) will be assigned for work on all quizzes and exams. Unexcused failures to take these quizzes and exams will result in the assignment of a zero grade. Valid excuses for missing tests include illness serious enough to require medical treatment or hospitalization, a court summons, or a death in the immediate family. It is the responsibility of the student to contact the instructor within one week of the event, or before the test, if possible, and to provide written documentation.

Semester grades will represent the semester average, calculated with the following grade components: the average for the four (or more) quizzes will represent the first component (one-fourth), the mid-term exam grade will represent the second component (one-fourth), and the final exam grade will represent the final double component (one-half). Hence, unless the student does the extra credit assignment, these four components will be averaged (remember, the final exam grade represents twice the value of the other two components). However, if the student does the extra credit assignment, the grade for it will represent one component (one-fifth) of the final grade, while the quiz average and the mid-term exam grade represent one component each (one-fifth each), and the final exam will represent a double component (two-fifths). Please note, also, that the instructor reserves the privilege of adding another component, a class participation grade, in order to raise a student's final grade. This will be done only for students who have regularly attended and impressed the instructor with their diligence and hard work all semester. Calculations will be made using the 6-point system; i.e., A = 4, B = 3, C = 2, D = 1, F = 0, and zero = -1. (Rounding off will move up from .51.)

**Extra Credit Essays:**

Students are encouraged to read an optional book and to write a critical book review (four typewritten pages) thereon in order to raise their semester averages or to learn more. These book reviews must be based on the reading the following book selected for this purpose; Charlotte & William Wisers' Behind Mud Walls. It will be the responsibility of students to discuss this project with the instructor. This discussion will lead to a contract. The contract must be arranged by 16 October 2009. **No further arrangements for extra credit will be made or allowed after that date.** The grade on this project will represent an additional component in the semester average.

**Terms & Other Information:**

Students should prepare definitions and explanations of the significance of the names of people, places, ideas, and events as part of their routine study, as well as immediately before exams. Routine study should comprise at least two hours of individual study for every hour spent in class. A list of terms is available by internet. An older, exemplary one is also available at the library, on closed reserve. The on-line list will be regularly updated and other information will also be made available there.

**Electronic Connections:**

All of the class information, syllabus, various study questions sheets, terms and announcements are available by internet. The course homepage address is <http://www.utc.edu/Faculty/Bill-Wright/>. Students are encouraged to contact the instructor with questions and problems by internet at [Bill-Wright@utc.edu](mailto:Bill-Wright@utc.edu). Certain assignments may also be submitted by e-mail and the instructor may wish to contact students by e-mail. University computer labs are located in the Hunter Student Lab, Library, and other locations. All students automatically receive an account upon registration. To enhance student services, the University will use your UTC e-mail address (firstname-lastname@utc.edu) for communications. (See <http://onenet.utc.edu> for your exact address.) Please check your e-mail on a regular basis. If you have trouble accessing your e-mail account, contact the Help Desk at 423/425-2676. Help in using this medium may be obtained at the Hunter Student Lab and in the Library.

**Books Required:**

The required textbook is: 1) the book, A.M. Craig, W.A. Graham, et. al., Heritage of World Civilizations, Seventh Edition. [If you can locate one, the CD-Rom, Discovering World History, a disc version of an earlier edition, may be used, but it has different chapter and page numbering.] Two supplemental books will also be required: Confucius, The Analects and Plato, Timaeus. Short readings available at the library or by internet may also be required.

**Special Assistance:**

ATTENTION: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or special accommodations in this class or any other class, call the Office for Students with Disabilities at 425-4006 or come by the office - 110 Frist Hall.

If you find that personal problems, career, indecision, study and time management difficulties, or similar problems are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Office.

**Schedule of Study:**

Students are expected to regularly attend classes, read the assigned work, and study the material, which includes learning the terminology. The terms are essential for discussing and thinking about the course material. Students will be tested on their knowledge of the terms. The Semester Outline: Topics & Reading Assignments, which follows, will indicate the order of topics and readings.

## **Topics / Reading in Textbook**

### I. Introductory Matters: Approaches to World History ... Heritage, I

A. Global Geography ... "Global Geography" (Webpage)

B. Cultures and Modes of Production ... "Civilizations, Organizing Production..." (Webpage)

### II. Human Origins and Early Cultures ... Heritage, I, II, V (147-163), & XV (373-385)

A. Religion; Gods and Goddesses

B. Political Organization, Agriculture & Technology: Production & Civilization

### III. Meaning and Origins of Civilization

A . Urbanization, literacy & other characteristics

B. Enduring Eurasian-African Traditions

1. Confucianism

2. Hinduism

3. Judaism

4. Hellenism

5. Sub-Saharan Africa & the Americas to 1000

IV. Roots of Western Civilization

A. Mesopotamian Civilization to c. 539

B. Egyptian Civilization

C. Eastern Mediterranean & Hebrew Civilizations

V. Hellenic and Hellenistic Civilization: the Greek Traditions Heritage, III

A. Homeric & Hellenic Greece and the Polis

B. Early Materialist Thought: Democritus & Atomism

C. Pythagoras & the Garden School

D. Plato and Platonism

E. Aristotle and Aristotelianism

F. Alexander the Great and Hellenistic Civilization

G. Greek Traditions in the Arts and Literature

VI. Mesopotamian and Indian Civilization: South and West Asia ... Heritage, IV & X

A. The Persian tradition from Xoroaster to the Sasanids

B. Indoaryan invasions of South Asia and Hinduism

C. Mauryan Empire & political organization under Hinduism

D. Buddhism & Jain

E. Guptan Period

F. Arts and Literature of South and West Asia

VII. East Asian Civilization ... Heritage, VII-IX

A. China to 220

- B. Foundation of the Confucian tradition
- C. Imperial China 220 to 1368
- D. Japan to 1000
- E. East Asian Arts and Literature

VIII. Roman Civilization... Heritage, VI & XII, pp. 324-332

- A. Early Republican Rome
- B. Gracchan Rome to Death of Julius Caesar
- C. Monarchical Rome and its legacy
- D. Roman Philosophies and Religions
- E. The Christian tradition
- F. Roman and Christian Traditions in the Arts and Literature

IX. Islamic Civilization ... Heritage, XI

- A. Foundation of the Islamic tradition & its spread
- B. Islamic empire to 945
- C. Moslem Science and Mathematics under the Abbasids
- D. Moslem Culture under the Abbasids

X. Medieval European Civilization to 1000 ... Heritage, XII, pp. 332-346

- A. Barbarian Invasion and the Fall of Rome
- B. Western European Feudalism
- C. The Carolingian legacy
- D. Latin Church, Monasticism, and the Cluniac Reforms
- E. Arts and Literature of the Early Middle Ages