

**Submission for Renewal of  
Hist 151: World Civilizations I  
as an FG course**

**Leeward Community College  
Spring 2007**

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## **Course Description**

### **Hist 151: World Civilizations I**

A survey of the development of world cultures, institutions and thought from the earliest times to 1500 A.D. Emphasis is given to broad relationships and trends within the historical process and to political, religious, economic and social changes.

## **Student Learning Outcomes**

At the successful completion of this course, students should be able to demonstrate, through writing, discussion and other means that they can:

1. distinguish the characteristics of the world's major civilizations in their geographic settings;
2. develop a sense of historical time;
3. describe the interactive roles which social, religious, political, economic, scientific and technological forces have played among the civilizations of the world;
4. evaluate such historic theories as the "great person" in history or deterministic interpretations;
5. trace the development of traditional civilizations and recognize their enduring influences;
6. discuss the historical dimensions of contemporary world affairs and issues;
7. describe global processes (eg. agricultural and urban revolutions, emergence and growth of civilization, human migrations, the spread of diseases, ecological forces, imperialism, neo-imperialism, decolonization, and industrialization);
8. compare and contrast responses of the world's peoples as a result of intercultural contacts and the diffusion of ideas, institutions, and inventions;
9. draw upon their knowledge of the varieties of human experiences and their sympathetic understanding of cultures other than their own, to define their roles as citizens of the contemporary world;
10. express informed judgments on the behavior of peoples and their institutions;
11. analyze cause and effect relationships in history;
12. discuss the major attempts to decipher the ethical and fundamental questions of life posited throughout history.

## **Changes**

No significant changes have been made in Hist 151: World Civilizations I since the original request for foundations designation was approved.

## **Assessment**

Samples with explanation demonstrating how the Hallmarks have been met since the course was approved for FG designation.

**Hallmark 1. Provide students with a large-scale analysis of human development and change over time. (Note: the two FG courses will together cover the whole time period from pre-history to present.)**

World Civilizations I covers the development and changes in a variety of human societies and civilizations over a time period from prehistory to ca. 1500 CE.

**Hallmark 2. Analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe, and Oceania) and using multiple perspectives.**

The human societies analyzed include those of Asia (East, South, Southwest, Central, and Southeast), Africa (North and sub-Saharan), the Mediterranean and Europe, the Americas (North, South, and Mesoamerica), and Oceania (including Hawaii), with coverage from prehistory to 1500 CE. Emphasis is placed on the development of unique cultural traditions as well as on cross-cultural encounters through migration, conquest, trade, and spread of religions or philosophies.

Class Lecture topics for a typical class:

- Development of Complex Kingdoms in Medieval Africa
- Spread of Civilization in Mesoamerica
- Peopling of the Pacific
- Rome, India, China, and the Silk Roads
- Roman Cultural Accomplishments and Contributions to Western Civilization
- Culture and Militarism in Early Japan

Study Questions:

- What were some of the origins of civilization?
- How did the invasion of the Hyksos influence the later development of Egypt?
- What traditions begun by the Olmecs were later adopted by other Mesoamerican societies?
- How did Hinduism evolve in India during the Gupta Empire period?
- What role did human sacrifice play in early American societies?
- What people and institutions helped to promote and spread the values of Islam during the Umayyad and Abbasid periods?
- How did monasticism develop in early medieval Europe?

Multimedia:

- *Iraq: Stairway of the Gods*. Examines the development of Sumerian through Assyrian civilizations in ancient Mesopotamia, demonstrating how archaeology has informed our knowledge of these developments.
- *Silk Road: Glories of Ancient Chang'an*. Traces the spread of Buddhism and other religions, as well as technologies and luxury goods along the Silk Road. Using the Chang'an terminus as its focus, the film demonstrates the interaction of cultures and traditions that influenced this capital city of several Chinese dynasties.

**Hallmark 3. Offer a broad, integrated analysis of cultural, economic, political, scientific, and/or social development that recognizes the diversity of human societies and their cultural traditions.**

This course takes a world historical approach by integrating political, social, economic, and cultural issues through an analysis of global processes and cross-cultural interactions. Diversity is achieved through comparison of distinctiveness in human cultures and through recognizing different points of view on the human condition.

Class Lecture topics for a typical class:

- The Neolithic Revolution and its Impact on Civilization
- Religion and Empire in the Near East
- The Silk Road Networks in Eurasia
- Spread of aspects of Chinese civilization to Korea, Japan, and Vietnam
- Vedic Age Civilization in India

Study Questions:

- What were the most significant positive and negative effects of the agricultural transition on human society?
- Compare and contrast the history of the early Jewish community and the Phoenician culture. How did the Mesopotamians influence each?
- How did the silk roads facilitate the spread of Buddhism, Hinduism, and Christianity?
- What was the relationship between the Byzantines and the Slavic people, including the Russians?

Multimedia:

- *Biography: Constantine*. Through following the course of the life and career of the Roman emperor Constantine, the film demonstrates the role of Christianity first as a minority faith in the Roman Empire, and later as the privileged religion of the emperor. Students gain insight into the role of minorities within a society, as well as the issues involved in a multi-religious, multi-ethnic society.

### Sample Exam Questions:

Instructions: Write an essay on the following. You should include an introduction and be as factual and complete as possible.

- What were some of the basic political, economic, and religious features of Mesopotamian and Egyptian civilizations? Speculate on why these two peoples had such very different world views.
- How did the social customs of India—especially family patriarchy and caste—and classical Hinduism mesh? How did the practices and beliefs reinforce each other?
- In the early centuries CE Japan extensively borrowed culture and civilization from China. Yet, eventually Japan became a state dominated by a warrior class, much unlike China. First, briefly describe the process of cultural borrowing; then, explain the transformation of Japanese society to the establishment of the Kamakura Shogunate. Why do you think Japanese society did not become more like China?

### **Hallmark 4. Examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity.**

Hist 151 is very well suited for providing students discussion of cross-cultural interaction and exchange over time. Political, social, economic, and cultural issues are integrated through an analysis of global processes, and causes, course and consequences of these interactions are explained and explored.

### Class Lecture topics for a typical class:

- Migrations of the Bantus Throughout Sub-Saharan Africa
- Indo-European Migrations and the Creation of Indian and Persian Civilizations
- Oceanic Migrations of the Austronesian Peoples and the Development of Lapita Culture
- Development and Spread of the Monotheistic Faiths: Judaism, Christianity, Islam
- Spread and Impact of the Mongol Empire on Eurasia

### Study Questions:

- How did the Bantu migrations influence the development of the societies of sub-Saharan Africa?
- Discuss where and how the Indo-European cultures spread through Eurasia.
- What was the influence of the Mongols on the cultures they conquered?
- In what ways were the Mongols influenced by the peoples they ruled?
- How were the Indo-European migrants different from the cultures that already existed in India?

### Multimedia:

- *The Navigators: Pathfinders of the Pacific*. A video that, in part, traces the Oceanic migrations of the Austronesian peoples and follows the development of Lapita culture.
- *Islam: Empire of Faith*. Examines the development and spread of Islam through the Abbasid Caliphate.

### Sample Exam Questions:

Instructions: Write an essay on the following. You should include an introduction and be as factual and complete as possible.

- Compare and contrast the Indo-European, Bantu, and Austronesian migrations. What were some of their main features and why were they so successful? What influence did they have on the societies they overcame?
- By 500 BCE Indian civilization had developed mainly as a result of the interaction of the Aryan invaders and the native Harappan and Dravidian peoples. Describe some of the key religious and social features of this new civilization. Were Aryan or native elements dominant?
- The Mongol Empire covered vast areas and was completed in a very short period of time. First, describe the conquests of the Mongols, and then the bulk of your essay should examine the **impact** of the Mongols on the conquered lands. How were societies changed by the Mongol conquest, and how deep were these changes?

### **Hallmark 5. Include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions.**

Several topics deal specifically with various Asian cultures (Japan, China, India, Southeast Asia, etc), as both complex, literate, urban societies, and as sometimes large-scale political entities such as empires. The Pacific and/or Hawaii in World Civilizations I is discussed as part of the vast migrations of the Austronesian peoples across Oceania, bringing agriculture and advancing technology to the islands they settled.

### Class Lecture topics for a typical class:

- Medieval Indian Civilization
- Early Chinese Civilization
- Civilizations of Southeast Asia
- Early Polynesian Societies
- Oceanic Migrations of the Austronesian Peoples

### Study Questions:

- How did the Dravidian and Aryan cultures blend during Vedic Age India?
- What were the causes of the decline and eventual fall of the Zhou dynasty?
- Describe the attempts of the Vietnamese to break free during its centuries-long rule by China.
- Describe the origins, development, and the decline of the Lapita society.
- How were the Polynesians able to successfully settle of often resource-poor islands?

### Multimedia:

- *Pakistan: Mound of the Dead*. Video looks at the unique aspects of the early Indian civilization in the Indus Valley. In discussing the fall of the Indus Civilization, students

are exposed to questions regarding the meaning of the “fall” of a civilization, and how much might be due to human causes.

Sample Exam Questions:

Instructions: Write an essay on the following. You should include an introduction and be as factual and complete as possible.

- China saw a number of political, social, economic, and intellectual changes take place during known as the “Warring States” Era. First, briefly describe what occurred during this era, and then provide detailed examples of a few of the changes. In what ways could we say that China was a different land by the end of this era?
- How did India manage to exert such a significant influence on other cultures in the Indian Ocean basin during this era without ever establishing any long-term centralized political institutions?

**Hallmark 6. Engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.**

Students in Hist151 come to understand past human development and its affect on the present, partly through the examination of and appreciation for a variety of primary and secondary source writings. These are enhanced through the examination of archaeological remains, art, and oral traditions of the many human cultural communities.

- The textbooks used by most instructors include primary source “boxes” with excerpts from myths, histories, poems, oral traditions, and other records that allow voices from the past to speak.
- Normally, the textbooks also include images of artifacts, monuments, and artwork, as well as audio samples of music where available.
- Some instructors may use a “readings book” that includes both primary and secondary sources presenting different points of view for students to analyze.
- Other instructors may order whole books—novels, myths, and other literature—so that students can understand and discuss the points of presented in greater depth.
- Students are often required to engage in critical analysis of these readings in discussions and/or written essays.

## Sample Syllabus

# WORLD CIVILIZATIONS TO A.D. 1500

## Course Syllabus

**Instructor** :            **Phone**                    **Office** :                    **Email:**  
**Office Hours** :        **Class:**                    **Web URL:**

**Textbook** : Bentley/Ziegler, *Traditions and Encounters*, 2nd Edition, Vol. I

**Supplemental Reading:** Waley, *Three Ways of Thought in Ancient China*

### Course Description and Goals:

The course examines the path of human existence from prehistoric times to about A.D. 1500. The history, names, places, cultures, religions, and problems of the past is the heritage of all of us. Knowledge of this past is part of the accomplishments of an educated person, and a requirement as we live in an increasingly interdependent world. The emphasis of this course is on broad relationships and trends within the historical process and to political, religious, economic and social change. The major goal of this course, then, is that by the time we finish students will have a stronger understanding of present day cultures, peoples, and problems.

At the successful completion of this course, students should be able to demonstrate, through writing, discussion and other means that they can:

- distinguish the characteristics of the world's major civilizations in their geographic settings.
- develop a sense of historical time.
- describe the interactive roles which social, religious, political, economic, scientific and technological forces have played among the civilizations of the world.
- evaluate such historic theories at the "great person" in history or deterministic interpretations.
- trace the development of traditions civilizations and recognize their enduring influences.
- discuss the historical dimensions of contemporary world affairs and issues.
- describe global processes (e.g. agricultural and urban revolutions, emergence and growth of civilization, human migration, disease, ecological forces, imperialism, etc.)
- compare and contrast responses of the world's peoples as a result of intercultural contacts and the diffusion of ideas, institutions, and inventions.
- draw upon their knowledge of the varieties of human experiences and their sympathetic understanding of cultures other than their own, to define their roles as citizens of the contemporary world.
- express informed judgments on the behavior of peoples and their institutions.
- analyze cause and effect relationships in history.
- discuss the major attempts to decipher the ethical and fundamental questions of life posited throughout history.

## Method of Instruction:

This course is primarily a lecture course, though videos will also be shown from time to time, and student participation in periodic discussions is expected. Students should take careful notes during lectures and video presentations, as well as read the **assigned** textbook chapters, as all will be tested in the exams and quizzes. Attendance at the lectures is particularly important, as much material will be presented that is not in the textbook.

## Examinations and Grading:

### 1. Examinations

**Two** examinations will be given during the course of the session, a midterm and a final. These examinations will consist of an objective (multiple choice, fill-in-the-blank, etc) section, an identification section, and an essay section. The final examination will test material introduced after the midterm. The *midterm exam* is worth up to 100 points and the *final exam* is worth up to 120 points.

### 2. Quizzes

There are two types of in-class quizzes for this course:

a. There are **six** quizzes based on assigned readings from the textbook and videos shown in class. Four of the exams will contain questions of the objective variety, and two will contain both objective and short-answer questions. These quizzes are worth up to 20 points each.

b. There are **two** quizzes are based on key terms discussed during the course of the lectures. Quizzes will consist of term matching questions. These quizzes are worth up to 20 points each.

There are up to 160 total graded points for this category.

### 3. Take-Home Essay Paper

One short take-home paper will be assigned. This paper will be based on an assignment from the supplementary reading, and will be about 2-3 pages in length. Worth up to 30 points.

### 4. Extra Credit

Finally, there will be **one informal in-class paper** based on the movie which will be screened after the midterm of the course, which is worth up to 10 points of Extra Credit. There are **no makeups** for this paper.

There is a total possible of **410** points. Grades will be based on the total number of points earned:

A= 369-410 points	D= 246-286 points
B= 328-368 points	F= 245 or fewer points
C= 287-327 points	

## **Tentative Lecture Schedule**

(Textbook chapters in parenthesis)

### **August**

Prehistoric Era (1)  
Birth of Civilizations  
Cultures in Mesopotamia (2)  
Culture in Ancient Egypt (3)

### **September**

Bantu Africa (3)  
Harappan and Early Hindu Civilizations (4)  
Early Chinese Civilizations (5)  
Peopling of the Pacific (6)  
Ancient Hebrews, Assyrians, and Persians (2, 7)

### **October**

Golden Age of Chinese Philosophy and the Unification of China (8)  
Imperial India (9)

### **Midterm Exam**

Ancient and Classical Greek Civilizations (10)  
Roman Civilization (11)  
Early Christianity (11, 12)

### **November**

Islamic Empires and Society (14)  
Restoration of Imperial Rule in China (15)  
Early Japan (15)  
Early Civilizations of Southeast Asia (16)  
Quest for Order in Western Europe (17)  
Early Nomadic Empires (18)

### **December**

The Mongols and their Empire (18)  
Europe during the High Middle Ages (20)

### **Final Exam**

*Topics will be added or dropped according to need.*

Questions for reading quizzes will come from the **assigned chapters** in the textbook as well as any videos that may have been screened. Questions for terms quizzes will come from lecture material, and be based on the key terms introduced in class.

**Absences** for quizzes and exams will only be allowed for **documented medical reasons** or with prior consent of the instructor. If you are absent, it is your responsibility to obtain the relevant class notes from a classmate.

Make-up quizzes and exams, if any, will be **solely composed of essay or short-answer questions**. These will cover the same material as the regularly scheduled tests, but will not necessarily follow any study guides that may be handed out.

**Please note:** the Final Exam is scheduled in advance by the college administration. Only in the most extraordinary of circumstances will students be allowed to take the final exam at other than the scheduled time. Please keep this in mind when making plans.

**Academic dishonesty**, such as cheating and plagiarism, are not condoned by Leeward Community College, and such activities can result in expulsion from the college. Please be sure to fully understand the Leeward Community College Student Conduct Code, which clearly explains the meaning of these terms.

*Leeward Community College abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which stipulate that no student shall be denied the benefits of an education "solely by reason of a handicap." Students with documented disabilities who believe that they may need accommodations in this class are encouraged to contact the Coordinator of the KAKO‘O ‘IKE (KI) program as soon as possible to ensure that such accommodations are implemented in a timely fashion. The KI office is located in L-208, across from the elevator in the library building or call for information at 455-0421.*

**If you have any questions whatsoever** about this course or its requirements, please talk with the instructor.

### Sample Writing Assignment for Hallmark 3

**Hist151: World Civilizations I**  
**In-Class Writing**

Name \_\_\_\_\_

Answer the following question in 1-4 paragraphs each, beginning with an introduction, and using complete sentences in clear English prose. It is open note, and you should continue answer on back of page.

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From the video “Constantine” discuss the emperor Constantine’s use of Christianity in his rise to power and rule as emperor. You must provide **specific examples** from the **video**.

## Sample Writing Assignment for Hallmark 5

### Hist 151: World Civilizations to AD 1500

#### Essay Assignment

Write a complete, 2-3 page essay on the following question. Essays are to be double-spaced, with 12-point font. Choice of font is open, but do not use a “script” or curly font for your paper. Be sure to proofread your paper before turning it in.

Essays are expected to include a clear introduction. You should state what you intend to discuss and then provide as much evidence as possible in clear, lucid English prose. Also, check your paper for continuity, and ensure that you support your arguments and statements.

Relying on the article “The Lives of the ‘Good People’ of Medieval Japan,” describe male aristocrats as portrayed by Lady Murasaki. What was the role of food and drink, and indoor and outdoor games in the social life of Heian aristocrats? How did this lifestyle affect their ability to govern Japan? Finally, do you think you could be happy with that type of lifestyle?

## Sample Writing Assignment for Hallmark 6

### Hist 151: World Civilizations to AD 1500

#### Essay Assignment

Write a complete, 2-3 page essay on the following question. Essays are to be double-spaced, with 12-point font. Choice of font is open, but do not use a “script” or curly font for your paper. Be sure to proofread your paper before turning it in.

Essays are expected to include a clear introduction. You should state what you intend to discuss and then provide as much evidence as possible in clear, lucid English prose. Also, check your paper for continuity, and ensure that you support your arguments and statements.

From your reading of the primary sources contained in the book, *Three Ways of Thought in Ancient China*, as well as from class discussion, describe the ideas of Zhuangzi, Mencius, and the “Realists” that influenced ancient Chinese civilization, and explain what moral concepts and theories can be seen in them. How did these philosophies offer China a way out of the chaos of the Warring States Era?