



HIST 1500

Division: Social and Behavioral Science

Department: Social Sciences

Course: HIST 1500

Title: Ancient World Civilization

Catalog Description:

This course explores the history of the world from the earliest times into the 14th century. Emphasis is placed on the cultural and intellectual aspects of both Western and non-Western civilizations which established the foundations for their subsequent historical developments.

General Education Requirements: Social and Behavioral Science

Semesters Offered: Fall

Credit/Time Requirement: Credit: 3; Lecture: 3; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: None

Corequisites: None

Justification:

In the 21st century world, which is rapidly developing into a world ecumene, a knowledge of the roots and historical backgrounds of world civilizations, which are the foundation of modern cultures, is indispensable. Historical understanding of the world's cultures, religions, societies, arts, and philosophies are the prerequisites of an educated mind and are the tools which are required to function effectively in our world today. History 1500 is a General Education elective as well as a required course for prospective history majors in all Utah State institutions of Higher Education. It is included in the articulation agreement with the afore-mentioned nine institutions and is also transferrable to Westminster College and Brigham Young University.

Student Learning Outcomes:

Through lectures, study of historical primary and secondary sources on electronic reserve, in-class discussion and review, and 2 weekly question & answer sessions, students who complete the course will know:

The historical developments of the cultures, societies, nations, and eras they have studied

The religious value systems and philosophies of the various cultures and societies.

The politics, economic bases, class structures, and legal systems of societies.

The aesthetics and artistic achievements of diverse cultures.

The contributions of the leading historical figures to their respective societies.

The role which ideologies play in history and societies.

The effects that wars and international relations have on societies.

By means of assignments of research in primary source materials, writing of essays, and the requirement of submitting written questions to the instructor at the completion of each lecture period, students who complete this course are able to do the following:

Interpret and explicate historical primary and secondary sources.

Employ the tools of historical scholarship in historical writing and research.

Interpret current events through the application of historical knowledge and historical understanding to contemporary developments.

Think critically and analytically about historical developments and events, cause and effect relationships, and the meaning and significance of historical events.

Through the use of the comparative method in the study of the subject matter, the study of primary source documents from both western and non-western cultures, the use of slides and visual materials dealing with the artistic and aesthetic dimensions of cultures, students who complete this course will learn to feel or appreciate:

The uniqueness and individuality of historical and contemporary events.

How historical understanding widens intellectual horizons and liberates the human spirit from the confines of parochial thinking.

The diversity and richness of the human experience.

The value of reluctance in judging others or to impose one's own values on others.

Empathetic understanding of the challenges and tribulations which have confronted humankind.

Content:

Ancient World Civilizations 1500 studies civilizations and cultures from the earliest beginnings of mankind into the 14th century C.E. Emphasis is placed on a study of the religions, philosophies, economies, arts, and political developments of these civilizations.

Subjects studied include:

Human Evolution vs. Human Development; Early Man: The Mythopoeic Mind: Egypt, Mesopotamia, Hebrews & their Neighbors; the Early Greeks.

The Axial Period and Classical Civilizations: The Golden Age of Greece; Classical Greek Rationalism; the First Indian Empire; the Upanishad Reformation; the Buddhist Revolt; the Basis of Chinese Civilization; Confucianism and Taoism; the Founding of the Chinese Empire; Hellenistic Empires and Civilizations; Hellenistic Thought and Culture: Stoicism, Epicureanism, and Skepticism; the Rise of Rome; Rome's Early Republic, Rome's Late Republic and Empire, Crisis Factors in Civilization.

The Era of Savior Religions: The Rise of the Early Christian Church; Understanding & Interpreting Christ, the Apostles, and the Early Church Fathers; the Indian Golden Age: the Guptas; Salvationist Buddhism and

Hinduism;the Chinese Golden Age: the T'ang and Sung Dynasties;Early Japan; the Mongols; Moslem Civilization; Islamic Culture; Europe in Upheaval; the Quest for Stability and for a New Order; Christianity and Chastity or Courting & Cavorting; the Middle and Late (but never dark) Middle Ages; the Renaissance: The Pendulum Swings; Renaissance Art: What does it all Mean?

General Education Outcomes:

1) Read effectively, constructively, and critically.

Students are assigned reading materials in the course textbook, primary and secondary source materials on Electronic Reserve, and in-class handouts. They are required to demonstrate comprehension as well as interpretive abilities pertaining to these documents through in-class discussion and instructor questioning. Analysis of the documents is stressed by means of the Socratic method, whereby the students comprehension of the materials is tested. The instructor assesses each student's understanding of the material by means of questions whose ultimate purpose is to guide the student to achieve historical understanding. Additionally, students are encouraged to engage in debate pertaining to the content of the readings. They are evaluated on the basis of demonstrated ability in presenting cogent, analytical arguments in defense of their position. The students mastery of the reading material is further evaluated by means of short essays and written examinations, and quizzes.

2) Write clearly, informatively, and persuasively.

Students submit two questions pertaining to the material presented in lectures. The content of these questions must address their ability to identify the core ideas of the lecture, areas of vagueness, problems in understanding specific subjects in the lecture, and raise issues regarding alternative interpretations of the material. Students are evaluated on the basis of their ability to clearly define the problems they experience with the lecture material, as well as their ability to differentiate between the core ideas and peripheral material. The instructor provides them with written evaluations of their submissions addressing both weaknesses and strengths of their understanding of the material. Additionally, students writing performances are evaluated on essay questions on examinations.

4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

Students must utilize the primary and secondary historical source materials on Electronic Reserve, which requires them to access these materials via computer. Additionally, they have access to web-site research materials through the text book CD, furnished by the publisher. These materials supplement the text book materials. Further, the course includes audio-visual(slides, DVDs) materials presented in class which requires students to interpret the arts, and aesthetic dimensions of cultures and civilizations. The examinations include subject matter that students must access from computers as well as in-class media presentations.

5) Apply a cultural and historical awareness to a variety of phenomena.

Everything presented in this course requires students to demonstrate historical understanding of the subject matter. Students must provide evidence of their ability to understand civilizations and cultures on a comparative basis, to demonstrate an understanding of the interactions of civilizations, cause and effect relationships, and significance and meaning of civilizations. Their ability to do so is evaluated by means of examinations, in-class participation, submissions of questions, and quizzes.

8) Apply ethical reasoning to a variety of contexts.

Historical understanding requires students to engage in an evaluation and comparison of different, unique, and

conflicting cultural value systems, religions, legal systems, and philosophies. They must come to grips with humanity's varying means of confronting and solving the human dilemma of existence and make judgments pertaining to the effectiveness of civilizational solutions to these problems. Examinations test their comprehension of these ethical dimensions, their ability to explain differences, and their capacity for distinguishing the reasons for the variety of historical responses to these problems. Students also address these ethical issues in the questions they are required to submit to the instructor for evaluation of their comprehension of this subject matter.

9) Respond with informed sensitivity to an artistic work or experience.

In this course, students are exposed, by means of slides, videos, and historical primary source documents, to the artistic and aesthetic dimensions of history. Students demonstrate an ability to describe and distinguish between Eastern and Western art, the art of successive periods of history and cultures. Their comprehension of these aspects of history is evaluated on examinations, questions they must submit at the end of the lecture, and class discussions.

Key Performance Indicators:

Three midterm examinations = 2/3 of the final course grade.

One Final examination = 1/3 of the final course grade.

Periodic quizzes: determine border line + or - in the final course grade.

Students submit two questions per lecture to the instructor pertaining to each lecture, which determine border line + or - of the final course grade.

Representative Text and/or Supplies:

Brummett, Palmira, et.al. *Civilization: Past & Present*. Vol. 1. New York: Addison-Wesley Educational Publishers, Inc., current edition.

Optimum Class Size: 45

Maximum Class Size: 45

Signatures:

I hereby submit this course syllabus:

, ,

I hereby find this course consistent with the goals and resources of the Social Sciences Department:

Kerry Hansen, D.A., Professor, Chair

I hereby find this course consistent with the goals and resources of the Social and Behavioral Science Division:

Sue Dalley, M.S., Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)