# HIST 105  WORLD CIVILIZATIONS I  
## FALL 2009 COURSE CALENDAR
### 019RW  Wall (CMU 101)  W 2:00-4:45PM

**Professor Sherri West (224-2410)**  
**MAN-117b [swest@brookdalecc.edu]**  
**TEXT: Traditions & Encounters Brief (TE)**  
**READER: Snyder/West, Readings in Global History, Volume I (RGH)**

**Learning Asst.: Karen Sieben (224-2533)**  
**MAN 127 [ksieben@brookdalecc.edu]**  
**Sherri’s Homepage: [http://ux.brookdalecc.edu/fac/history/Sherri.htm](http://ux.brookdalecc.edu/fac/history/Sherri.htm)**  

**Office Hours: T/Th 4:15-5:15PM, W 10:00-11:00, [1:30-2:00 and 4:45-5:15 Wall] or by appt.**

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<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Objectives</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 9</td>
<td>Introduction/Course Requirements</td>
<td><strong>Objective 1:</strong> Paleolithic Society and the Neolithic Revolution</td>
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<td></td>
<td><strong>UNIT I: THE DEVELOPMENT OF CIVILIZATION</strong></td>
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<tr>
<td>Sept. 16</td>
<td>Objective 1: Neolithic Revolution</td>
<td>[Q]</td>
<td><strong>[TE, pp. 6-8; RGH #1, 2, 3]</strong></td>
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<td></td>
<td>Objective 2: The Rise of Civilization</td>
<td>[W]</td>
<td><strong>[TE, pp. 5-6, 8-17, 18-22, 25-37; RGH, #6, 7, 8, 9, 10]</strong></td>
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<tr>
<td></td>
<td>Worksheet Due.</td>
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<td><strong>Worksheet Due: See Questions on Page 3.</strong></td>
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<tr>
<td>Sept. 23</td>
<td>Objective 3: Social Values of Traditional Societies</td>
<td>[Q]</td>
<td><strong>[TE, pp. none; RGH, #11-17]</strong></td>
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<td><strong>Paper Due: Write a personal ad from the viewpoint of one living in a traditional society which practiced arranged marriage.</strong></td>
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<td><strong>Why wouldn’t romantic love marriage work in such a society?</strong></td>
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<td>Sept. 30</td>
<td><strong>UNIT I TEST—Part A (30 points)</strong></td>
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<td>Sept. 30</td>
<td>Objective 4: China: Early Institutions</td>
<td>[Q]</td>
<td><strong>[TE, pp. 51-59]</strong></td>
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<td>Worksheet will be distributed and completed in class.</td>
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<td><strong>Objective 6:</strong> Imperial China</td>
<td>[Q]</td>
<td><strong>[TE, pp. 107-113, 211-227; RGH, #21, 23, 25, 26]</strong></td>
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<td><strong>Objective 8:</strong> The Indian Religious Tradition</td>
<td>[*S]</td>
<td><strong>[TE, pp. 49-51, 122-129, 239; RGH, #33-39]</strong></td>
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<tr>
<td></td>
<td><strong>Summary Due: Select one of the assigned RGH readings and follow the instructions on p.3.</strong></td>
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<tr>
<td>Oct. 21</td>
<td><strong>UNIT I TEST—Part B (30 points)</strong></td>
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<tr>
<td>Oct. 21</td>
<td>Objective 9: Ancient Southwest Asia/Middle East</td>
<td>[Q]</td>
<td><strong>[TE, pp. 17-19, 83-96; RGH, #40]</strong></td>
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<td></td>
<td><strong>UNIT II: CULTURAL INTERACTION IN EURASIA</strong></td>
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<td><strong>Objective 10:</strong> Ancient Southwest Asia/Middle East and the Islamic Golden Age</td>
<td>*[S]</td>
<td><strong>[TE, pp. 120-121; RGH, #41]</strong></td>
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</tbody>
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**Q = quiz (10)**  
**W = worksheet (4)**  
**S = summary (* any 2)**  
**P = paper (3)**
Oct. 28  Objective 10:  Western Civilization: Ancient Greece  
(W)  
(TE, pp.131-144; RGH, #41-43, Olympics Handout)  
Worksheet Due: See Questions on Page 3.

Objective 11:  Western Civilization: The World of Rome  
(Q)  
(TE, pp. 144-151, 168-171; RGH, #44)

Nov. 4  Objective 12:  Christianity and the Early Middle Ages  
(Q)  
(TE, pp. 151-152, 163-165, 171-172, 249-262, 301-313;  
RGH, #45 – 47, #49)  
Summary Due: Select one of the assigned RGH readings and  
follow the instructions on p.3.

Nov. 11  Objective 13:  The Rise of Islam  
(P)  
(TE, pp. 195-200; RGH, #48, 51-54)  
Paper Due: "Hart was correct in listing Muhammad as the  
most influential person in history, while identifying Jesus as  
the third most influential.”

Nov. 18  Objective 14/16: Arabic/Islamic Civilization and the Mongols  
(Q)  
(TE, pp. 200-209, 313-314, 267-281; RGH, #54-56)  
Summary Due: Select one of the assigned RGH readings and  
follow the instructions on p.3.

Nov. 25  UNIT II TEST (50 points)

UNIT III: AFRICA, THE AMERICAS, EUROPE AND THE  
EMERGENCE OF THE ATLANTIC WORLD

Nov. 25  Objective 17:  Pre-Modern Africa  
(*S)  
(TE, pp. 37-39, 285-298; RGH, #57-59)  
Summary Due: Select one of the assigned RGH  
readings and follow the instructions on p.3.

(December 1—Last day to withdraw from classes)

Dec. 2  Objective 18:  The Americas Before 1492  
(Q)  
(TE, pp. 63-74, 317-327; RGH, #60-61)  
Worksheet Due. See Questions on Page 3.

Dec. 2  (Assignment of Class Participation points)

(December 9  All Extra Credit Due)

Dec. 9  Objective 19:  Europe Before 1492  
(Q)  
(TE, pp. 342-350, 357-371; RGH, #62, 63, 65)

Objective 20:  The Columbian Exchange  
(P)  
(TE, pp. 371-374, 399-412, 424-431; RGH, #66-68)  
Paper Due: If you were on a panel to identify American  
heroes of the past, would you choose Columbus to  
receive national honors? Explain.

Dec. 16  UNIT III TEST (40 points)
(W) WORKSHEET QUESTIONS: Typed, stapled, double-spaced answers of approx. Complete sentence answers for each question. (4 @ 5 points each = 20 points max.)

Objective 2: The Rise of Civilization (Due 9/16)
1. Which particular feature do you think distinguished the Mesopotamians and Egyptians from the hunters-gatherers like the Kung more than any other and why?
2. Choose any one of the photos or pictures in the assigned reading, explain its purpose, and explain its significance as an example of a complex society.
3. What do you think was the primary purpose of Hammurabi's law code? Select two of the laws that you think reflect the most important values and beliefs of the Babylonians, list each law (by number) and briefly explain which value/belief each represents. Are these values important in our society today?
4. How has the development of complex society been both a curse and a blessing?
5. What factors contributed to the fact that peoples have developed differently throughout history?

Objective 10: Greece and Rome (Due 10/28)
1. In RGH #42, is Pericles' description of Athenian strengths and accomplishments an honest one? Compare his account with the Greek society discussed in Traditions and Encounters.
2. What important Greek values and institutions are reflected in the Olympic games? (See Handout)
3. In RGH #43 on Alexander, does the author think Alexander was more a conqueror, king, or globalist?
4. Choose 2 or 3 Greek and Roman ideas and institutions that are still practiced in America today.

Objective 18: The Americas Before 1492 (Due 12/2)
1. How would you answer this question--When does American history begin?
2. Even though Americans are "as diverse as their discoverers," they shared some common assumptions about the world. What assumptions did they share?
3. What were the greatest differences between the Americans and the cultures in Afroeurasia (Africans and Europeans)?
4. What was the most interesting thing you learned about the Americans before 1492? Explain briefly.

(*S) RGH READING SUMMARY FORMAT: Typed, 1½ page RGH reading summaries. (Choose 1 reading from 2 different objectives @ 5 points each = 10 points max.)

Choose one reading from any two Objectives in the course.
See Course Calendar for Appropriate Weeks (marked with [*S])

1. Title of RGH Reading
2. Author
3. Year of Publication
4. Explain the purpose of the reading and briefly explain the key issues raised. Use your own words and summarize completely in at least 3 sentences. Be as specific as possible.
5. Question: Create a question you have about the reading to raise in class. Don't copy any questions from the introduction.
6. Best Quote: Cite a brief quotation from the article that you found thought provoking or that illustrates one of the key ideas in the reading.

RUBRIC for Essay/Paper Preparation and Grading

<table>
<thead>
<tr>
<th>GRADING:</th>
<th>5 points (C)</th>
<th>7 points (B)</th>
<th>10 points (A)</th>
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</thead>
<tbody>
<tr>
<td>Page length</td>
<td>Less than 3/4</td>
<td>Less than 1</td>
<td>1 - 2</td>
</tr>
<tr>
<td>Quality of writing</td>
<td>average</td>
<td>good</td>
<td>excellent, good</td>
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<tr>
<td>Spelling/grammar/punctuation</td>
<td>Some mistakes</td>
<td>Few mistakes</td>
<td>Near perfect</td>
</tr>
<tr>
<td>Introduction &amp; conclusion</td>
<td>Missing</td>
<td>Good</td>
<td>Crisp and detailed</td>
</tr>
<tr>
<td>Provides examples from text or document</td>
<td>No examples</td>
<td>Few examples</td>
<td>Clear and appropriate</td>
</tr>
<tr>
<td>Requirements met:</td>
<td>Some</td>
<td>Most</td>
<td>All</td>
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</tbody>
</table>
1. **Cellphone use.** No electronic stuff should be operating during class, except for computers, but only to take class notes. If I see you texting, talking, leaving class to talk, playing games, I’ll “borrow” your phone for the duration of the class and repeated incidents will result in poor participation grade. Likewise, if you want to talk to friends, do it before or after class, not while the class is in session. Do not leave class while it’s taking place. Only exception: if you have a family or health emergency, let me know ahead of time.

2. **No make-ups for quizzes.** If you miss the class or come late, after the quiz is given and graded, you cannot take the quiz. Each quiz question is worth one point.

3. **Tests:** There will be four tests on Units I A&B, II, and III. Review sheets will be handed out prior to the test, along with clear instructions on the format. If you miss a test, see Karen Sieben (732-224-2533, ksieben@brookdalecc.edu) to take the makeup test within one week. You cannot retake tests in this course.

4. **All written work must be typed and stapled.**

5. **Late work:** Two Points will automatically be deducted from assignments handed in late. No exceptions and no late work accepted beyond one week. Assignments can be e-mailed as a Microsoft Word attachment (.doc or .rtf) to the ANGEL site before the class or place in my mailbox in the Division Office, MAN 111.

6. **Plagiarism:** Use your own words. Do not copy from any source including the internet. Copied work will not be accepted. Use quotation marks where appropriate. No paper should be mostly quotations. Plagiarism or cheating on any test or assignment will result in failure of that test/assignment. A second incident will result in failure for the course. See Student Handbook for college policies.

7. **Evaluation of Written Work:** Written work will be evaluated on the basis of complete answers with specific examples from the readings. Follow directions to complete Worksheet questions. RGH Summaries should include a question, quote, and complete sentences with detailed but brief explanation of the main themes of the reading. Papers should include an introduction with your conclusion clearly stated, specific evidence to support your opinion from the assigned readings, and a conclusion. See the Grading Rubric on p. 6 of this Course Calendar. Poorly written papers will be returned with no grade for rewriting.

8. You will earn a maximum of 5 points max for each Worksheet and Reading Summary, 10 points max for each of the three papers.

9. **Revision Policy:** All writing assignments can be revised and resubmitted for a higher grade if the revision is submitted with the original within a week of its return.

10. **Communication:** We will communicate with each other via ANGEL and by phone. I will return calls promptly but you will get a quicker reply by using ANGEL, as I will for quiz and test clues and for all class information.
Point Summary:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>4 Tests</td>
<td>150</td>
<td>(Unit I A&amp;B @ 30 pts. each, Unit II @ 50 pts., and Unit III @ 40 pts.)</td>
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<tr>
<td>10 Quizzes</td>
<td>50</td>
<td>(10 @ 5 points each max)</td>
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<tr>
<td>4 Worksheets</td>
<td>20</td>
<td>(4 @ 5 points each max)</td>
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<tr>
<td>2 *RGH Summaries</td>
<td>10</td>
<td>(Choose from any 2 objectives @ 5 points each)</td>
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<tr>
<td>3 Papers</td>
<td>30</td>
<td>(3 @ 10 points each max)</td>
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<tr>
<td>Participation</td>
<td>30</td>
<td>(Assigned on 12/7)</td>
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<tr>
<td>Extra-credit</td>
<td>20</td>
<td>(4 @ 5 points each max)</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>310</strong></td>
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Check Course Syllabus, p. 3, for point-grade equivalent

COURSE WEBSITES:

Go to the ANGEL homepage and logon: [http://brookdale.angellearning.com/frames.aspx](http://brookdale.angellearning.com/frames.aspx). To find a copy of the Learning Program, Course Calendar, Powerpoint Presentations, and any changes in assignments check this website. If you miss a class you should check the ANGEL site to make sure there have been no changes in assignments.

TE Website: [www.mhhe.com/bentleybrief](http://www.mhhe.com/bentleybrief) (check the inside page of the book also). This Online Learning Center has outlines and various student aids for each chapter in the text, *Traditions and Encounters*. You may find this website helpful for reviewing the reading assignments and in studying for tests.