

**History 101.01, World Civilization, Beginnings to 1500 A.D., Fall Quarter 2009**

**Instructor:** Ken Munsell, **Time:** 9:00-9:50 A.M. **Place:** L&L 314

**Office Hours:** 11: 00 to 11: 50 M-F, L&L 100-H. Phone: 963-1459.

**Books:** *World Civilizations, Vol. 1*, by Ralph, Lerner, et. al.

*Readings in Ancient History: Thought and Experience from Gilgamesh to St. Augustine*, edited by Nels M. Bailkey and Richard Lim

*The Analects*, by Confucius, translated by Roger Ames and Henry Rosemont  
*Medieval Cities* by Henri Pirenne

Welcome to an exploration of the beginnings of history. In this class we will investigate the origins and initial development of the world's major civilizations. We will concentrate on the great traditions that began in the Mediterranean World and later encompassed Europe and the Middle East. The course will also focus on the civilizations of China and India. Given the limitations of a 10 week course, we will not be able to cover everything that happened nor journey to every significant place. We, therefore, will be selective and try to hit many of the high points and interpret their meanings. The course will emphasize the origins of the major world religious and ethical traditions and see how they influenced culture and the modern world. It will also show how the values and philosophies held by different civilizations have led to different ways of living, divergent approaches to solving problems and, ultimately, to the diversity found in today's world. The course will also investigate the origins of major historiographical themes that are important in understanding and interpreting past events.

### Course Description and Grading

The course combines two approaches to history. I will present the course material basically chronologically within each section, but also topically for each civilization covered. Emphasis will be on the ideas leading to the development of the modern world. We will read and talk about many, often unfamiliar, places. Therefore, students must develop a good understanding of maps and geography. It is also important for students to develop, for their own use, a time line in order to see the relationship between events covered at different times in the course and in very different parts of the world.

Students must read the books thoroughly and are responsible for the material found in the reading assignments. They are also responsible for lecture material. Lectures often cover *different* subjects than the books. To pass, be familiar with both the lectures and the readings. Attend each class, participate in the discussions and ask questions. Students with special needs or disabilities are encouraged to contact me or the office of Disability Services at (509) 963-2171 for additional disability-related educational accommodations. Use of electronic devices such as blackberries, phones, etc., is not permitted in class.

Grades include three tests and a major paper for 400 total points. Each of these evaluations are weighted equally and are worth 100 points. Tests include two in-class midterms and a comprehensive final. These are 25 percent each, for a total of 75 percent of the final grade (300 points). Tests consist of essay questions and short answer identification. *You must use bluebooks and write in pen.* I give no makeup exams. There is one term paper: 25 percent of the class grade (100 points). *Students must complete all assignments in order to pass the class.* No extra credit is given.

**Tests.** The first mid-term test is October 26th and the second is on November 24th. The final test is Thursday, December 10th, from 8:00 to 10:00, A.M. The final test is comprehensive (remember to bring bluebooks and lots of pens).

**Term paper.** Students must write a five page essay: due on October 19th during class (see the back of this page for further instructions). Late papers drop one letter grade for each day late. For example, a B+ paper turned in two days late receives a D+ grade. **IMPORTANT:** In all cases, students must turn in their paper, if it is late, within one week of the original deadline and make a good faith effort in order to receive credit for it and to pass the class.

### Course Outcomes

At course completion students should be able to do the following: 1) reconstruct the chronology of and give the significance of important events and people in ancient history; 2) reconstruct patterns of change and understand various historiographic interpretations of events; 3) interpret historical documents and literary works in the perspective of their time; 4) use historical facts, metaphors and interpretations to analyze current events in historical context; 5) understand how people have used ancient events as metaphors in order to develop paradigms that enable them to understand subsequent circumstances and to develop new philosophical understandings.

**Instructions for the Term Paper for History 101.01  
Fall Quarter, 2009**

Confucian thought has been the foundation for Chinese culture for over 2,000 years and is still, even after the revolutions of the 20th century, vitally important to understanding the Chinese approach to life. In today's shrinking world, it is essential that we understand the basic ideas underlying the civilization of the world's most populous and economically dynamic country. This short, simple book of advice on how to live is the starting place for two millennia of history. It also is one of the many early efforts by human communities to develop a workable ethical/religious system to guide society. In this respect, it is similar in concept to the Old Testament of the Bible, the major Hindu works and that of Zoroaster.

Read *The Analects of Confucius*, translated by Roger Ames and Henry Rosemont. Also, read the introduction, since it is valuable and will lead to a better understanding of the text. The work is short and easily read, but the ideas are profound. The majority of the *Analects* is written as a series of short statements (aphorisms) that instruct on the correct ways to behave. They also give examples of good or bad behavior. Read them slowly and ponder the ideas. Take your time and **take notes**. Ask yourself questions about the material. A few examples might include: What kind of person is Confucius? How does he teach? What kind of person does he want to develop? What kind of society does he want? How do his views contrast with your views (or, do they)? If you have problems with the text, be sure to consult me. In short, develop an idea about the Confucian world view. Then, write a five page paper concerning that view and its impact or implications. Formulate a position, develop a thesis and then argue it and defend it.

You have many options for the paper format. I like creativity and I urge you to be creative and to develop an exciting paper that interests *you*. You may, if you want, write a formal book report. You can write a story, or create a dialogue or craft a play. You can mould the thesis to address your interests or historical or contemporary issues. In short, stretch out and make the material relevant to your lives. However, no matter what format you choose, you must provide thorough analysis of the material. **Good papers emphasize analysis over narration.** In all cases, evaluate and analyze the material and convince me that you have read the book. You could write from the point of view of a Chinese Confucian or, perhaps, a 20th century Chinese or an American. Again, this is up to you. **IMPORTANT: All students must receive approval from the instructor for their paper's thesis and for its format.**

If you believe that your idea is a bit strange or unusual, be sure to talk to me about it **before** you submit the paper. However, be sure to put your opinions into the paper and use the material to back them up. Advocate a position if you think the material supports your conclusion. If you strongly disagree with something, say so. However, all arguments must be backed up by facts gleaned from the book. Do not use material from other works. Keep the paper focused on the Ames translation of the *Analects*. I **expect you to cite the information that you use**. To make this as simple as possible, to refer to a specific page in the Ames translation, just put that page number in parentheses in the body of the paper. For example, (5) in the body of the paper would refer to page 5 in the text and (125) would mean page 125. Feel free to ask me for advice on writing.

#### **Grading and Format**

**The five page paper is due October 19th, in class.** The paper is 25 percent of the total grade (100 points). It must be turned in within one week of the due date and a good faith effort made in order to complete the assignment. Students who do not complete the assignment will fail the course. For every day late after the due date that the paper is late, it will lose one letter grade. In other words, a B+ paper turned in two days late, will receive a D+ grade. **Do not plagiarize.** Students who plagiarize receive an automatic failing grade in the course. Offenders will be reported to university authorities for further action. Always use your own words and always cite information used. This is important: if you have *any* questions about whether something is plagiarized, ask before turning in the paper.

Since this assignment is part of the university's Writing Across the Curriculum program, the grade will involve an evaluation of a combination of good writing, good spelling, grammar and intellectual content. Please give an analysis of the material presented. Be sure to proofread and check your spelling. Grammar, spelling and correct sentence structure are very important and are evaluated.

The paper must be typewritten and double-spaced. Handwritten papers are not accepted. The paper must have standard margins and **feature a cover page with your name, date and course number.** Use standard fonts, standard type sizes (not larger than 12 point), standard kerning, etc. If you have *any* questions about the requirements, remember to ask **before** you submit the paper. Unless you check and receive permission, the paper must always conform to standard form. I suggest that you use the style book, *A Manual for Writers of Term Papers, Theses and Dissertations* by Kate L. Turabian.