

SOCS/ANTH/GEOG/HIST 139-01

The World in Historical and Social Science Perspectives

San Jose State University

Fall 2009 Semester

Meeting Times: TR 1030-1145

Room: ENG 303

Instructor: Robert Simpkins

Office: Clark 404-G

Office hours: T 1630-1730, F 1430-1730

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Prerequisites of this course are:

- Passage of the Writing Skills Test (WST)
- 100W is prerequisite or co-requisite to all Culture, Civilization and Global Understanding courses
- Upper division standing (60 units)
- Completion of Core General Education

SJSU Studies: CULTURE, CIVILIZATION, & GLOBAL UNDERSTANDING (Area V)

(For students beginning continuous enrollment in Fall 2005 or later, completion of, or co-registration in, a 100W course is required for enrollment in all SJSU Studies courses.

Courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments, or other distinct academic units (having own HEGIS Code).

Course Description:

This Course is an interdisciplinary historical social scientific investigation of world civilizations from the dawn of humankind until 1750 C.E. Topics covered include early human societies of the Paleolithic and Neolithic and the formation of the first cities and

civilizations in all areas of the world. We will also examine the rise of the first Empires, the expansion of long-distance trade networks, and the first transoceanic voyages that linked the Old and New Worlds, as well as the development of colonialism and the states of the Early Modern Period. Differing Cultures and Ideologies, and the impact of cross-cultural interaction will also be explored as a recurring theme of the course.

A variety of perspectives will be emphasized in discussing each period and region, and **eight historical and social scientific themes and categories** will serve as strands of learning in this course, including:

Food ecology, with special emphasis on the influence of water as a means to form agricultural units and develop networks of trade.

Legal authority, emphasizing crime and punishment across societies and cultures.

Gender and ethnic relations, emphasizing marriage and family relations.

Cosmology, emphasizing comparative religions.

Cities, with special emphasis on maps and structuring of space and density in societies and civilizations.

Writing, emphasizing oral and written historiographies of the various cultures and societies.

Material culture and science, with emphasis on the role of medicines and changing technologies in societies and cultures.

Conflict and war, with special regard for military tactics and their role in encounters and cultural contacts.

Course Goals and Student Learning Objectives:

Courses in Culture, Civilization, and Global Understanding should give students an appreciation for human expression in cultures outside the U.S. and an understanding of how that expression has developed over time. These courses should also increase students' understanding of how traditions of cultures outside the U.S. have influenced American culture and society, as well as how cultures in general both develop distinctive features and interact with other cultures.

GE/SJSU Studies Student Learning Objectives (SLO):

Students shall be able to:

- SLO1.** compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S. (**Assessed through the Art Through the Ages Notebook, Exams, and Oral Expression**);
- SLO2.** identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture (**Assessed through the Art Through the Ages Notebook, Exams, and Oral Expression**); and;
- SLO3.** explain how a culture outside the U.S. has changed in response to internal and external pressures (**assessed through Exams and Oral Expression**).

Content:

- Diversity. Issues of diversity shall be incorporated in an appropriate manner.
- Writing. Written assignments should include both in-class and out-of-class writing, giving students practice and feedback, and the opportunity for revision throughout the semester. Evaluative comments must be substantive, addressing the quality and form of writing. A single final term paper would not satisfy the requirement. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline.
- Civic Learning. Courses shall address the civic relevance of the topic in an appropriate manner.
- Values Clarification: Students should demonstrate their ability to articulate and discuss their values and engage in civil discourse.
- Courses will address significant achievements of the human intellect and imagination in a comparative context to understand and appreciate different ideas, cultures, values, religions, institutions, languages, and peoples of the world.

Pedagogical Approach:

- Courses shall focus on issues or present perspectives from different academic disciplines.
- Courses shall require students to apply basic skills (reading, writing, speaking, critical thinking, research, and mathematics) and to utilize knowledge gained in Core General Education courses.
- Active Learning
 - Each course shall provide for active student participation. The course may not be exclusively lecture format. (Weekly discussion; Exam discussion groups; Panel Discussions)
 - Assignments must utilize library research and oral and written communication skills. (Weekly discussion; Exam discussion groups; Panel Discussions; Art Through the Ages Notebook)
 - Courses should promote reflective processes and critical analysis. (Weekly discussion; Exam discussion groups; Panel Discussions; Art Through the Ages Notebook; Essay exams)
 - Primary sources. Class materials (readings, research) must include primary sources appropriate to the discipline (e.g. scholarly journal articles, original artwork) (Research and analysis for Art Through the Ages Notebook; course reading materials)

Course Content Objectives:

As a result of participation in this course, the student is expected to:

Describe historical, social, cultural, economic and political characteristics of the world prior to 1750 C.E.

Understand and explain major concepts associated with the eight strands identified above, particularly as seen from different disciplinary perspectives.

Contrast differing perspectives about historical events, social phenomena and cultural assimilation and resistance with regard to the developing communication and trade networks in the period under investigation.

Recognize that knowledge of the past is socially constructed and related to the location of the individual in space and time.

Analyze, interpret and evaluate evidence related to the cultural and historical analysis of art and art objects in world history.

Write critically and introspectively about historical objects in their place and time on the earth, using proper syntax, structure and mechanics, as identified in a manual of instruction.

Participate in and evaluate teaching and learning activities, which model appropriate curricula in world history and civilization.

Course Texts:

Required: A course **reader** has been custom-prepared and is available in the campus bookstore. Readings are listed in the schedule.

Recommended: *The Essential World History*, by William J. Duiker and Jackson J. Spielvogel (3rd Edition) Vol. I: to 1800. Wadsworth Thomson Learning. Belmont, CA.

Course Requirements:

Midterm Exams (Student Learning Objectives 2 & 3): There are three midterm exams, each correlated to three major sections of the course. All exams are take-home and worth **100 points each**. You will be required to discuss and analyze content from the reader, lecture, and films and relate them to major themes in world history as discussed in class. The precise topics will be provided closer to the exam due dates, and time will be provided in class for students to discuss and brainstorm approaches to answering the questions.

Final Exam (Student Learning Objectives 1, 2 & 3): A final exam will be given according to the University Final Exam schedule and will consist of an in-class written evaluation by the student of aspects of the major eras, ideas, and readings discussed in class. This exam will be worth **100 points**.

Art Through the Ages (Student Learning Objectives 1 & 2): The Art Through the Ages assignments involve using materials beyond traditional documents and inscriptions to study history. There will be **two separate assignments** for this project, both of which require **additional library research** to complete. The first assignment focuses on **material culture**. You must select a work of art, object, ornament, or other human creation, and examine it from multiple perspectives to extract as much meaning from it as possible. The second assignment involves **architecture and the built environment**; you will select a building or other human-created space and examine its meaning and relation to the surrounding cultural landscape. **Each assignment** is worth **150 points**, and will be described in further detail in a later handout, as well as through an in-class presentation by the instructor of how the assignment is to be done.

Early Paper Review Policy: Students wishing guidance on paper writing are welcome to present early drafts of their work for comments. This may be done through appointments during scheduled office hours or via email prior to the deadline; students submitting early drafts via email must format the document for MS Word 2004 for Mac or as a PDF; please allow me sufficient time for review and comments, especially when a deadline is near. **Note:** final drafts may NOT be submitted via email.

Discussion and Participation (Oral Expression) (Student Learning Objectives 1, 2, and 3): This course requires students to engage in both in-class discussion with their peers, and do a presentation in class. This semester, these requirements will be based upon four areas:

1) Discussion Panels, in which a group of students will be assigned to a section of material from the course, and on a predetermined date, discuss in front of the class the relevant course materials, debating the historical significance of certain key events, individuals, objects, or ideas, as well as the ways they have been interpreted or used by

historians and society during a specific era in history. There will be six panels, all conducted during the final class meetings of the semester. Participation on the panel will be worth **50 points**; each member of the panel will also be required to bring their **Discussion Notes** which contain their planned responses to certain predetermined questions; these notes will also be worth **50 points**. In addition to this preparation, however, members of the panel will be expected to know the relevant readings for their era and potentially respond to other questions from myself or students in the audience.

2) Discussion Panel Participation: participation as an audience member in the debate panels will be worth 20 points per session, or **60 points** in total. Students will be expected to attend these classes not only to support their peers, but also to both learn from them as the 'experts' of that area of the course and ask them questions about readings or other course content, such as seeking an alternative perspective or confirmation for one's own understanding.

3) Exam Discussion, in which on a date prior to the due date for the three take-home exams, students will have the option of meeting to discuss ideas for how to interpret or answer questions, share drafts of their work with each other, as well as consult with the instructor. Attendance and participation on these days will be worth 20 points per session, or **60 points** in total.

4) General Participation in class activities is expected throughout the semester, and will count for **80 points**. Participation is generally defined as any action that contributes to the improvement of the class experience, including interaction with both the instructor and fellow students, as well as a clear demonstration of interest and presence in the classroom.

COURSE GRADE:

Below are the point values of all assignments, and their percentage of the total grade:

ASSIGNMENT	POINTS	%
EXAM 1	100	10.0
EXAM 2	100	10.0
EXAM 3	100	10.0
FINAL EXAM	100	10.0
DISCUSSION PANEL	50	5.0
DISCUSSION PANEL NOTES	50	5.0
NOTEBOOK - Part 1	150	15.0
NOTEBOOK - Part 2	150	15.0
GENERAL PARTICIPATION	80	8.0
EXAM DISCUSSION (3)	60	6.0
DISCUSSION PANEL PARTICIPATION (3)	60	6.0
TOTAL	1000	100.0

GRADING: Grades are given based upon a standard grading scale as follows:

	A	B	C	D	F
+	97-100	87-89	77-79	67-69	
	93-96	83-86	73-76	63-66	0-59
-	90-92	80-82	70-72	60-62	

Your percentage is your total points divided by the total points possible on the assignments. Each assignment will contain its grading criteria within the instructions. Please note that all scores below 60% will receive failing grades. Completion of all assignments does not guarantee a passing grade in the course.

POLICIES:

ATTENDANCE: Attendance is an expected part of class for all students, and you are responsible for all material covered each day. It is a basic courtesy to arrive in class on time and not cause disruptions to myself and your fellow students. All students should

turn **off** cell phones when entering the room. If you cannot arrive on time, it is nevertheless better to come late than not at all - please enter discretely and take your seat. If you do miss class, you are advised to obtain lecture notes from other students. I will answer questions, and encourage students to attend office hours to discuss missed material, but I cannot provide the entire content of a class meeting to students who have missed class, nor will I supply my own notes. Students are encouraged to notify me (preferably via e-mail) if they will be or were unable to attend class with a reasonable excuse (illness, family emergency, work conflict, etc.). This is especially important if there are any handouts or changes in the schedule, such as the postponement of a quiz or exam. **NOTE:** I regularly take attendance, although this is largely to assist me in learning all of your names to assess class participation.

LATE POLICY: Unless a student receives explicit approval from me, all **LATE assignments** will be penalized by **25% of their value** if received after the end of class on the due date, and by **50%** if received after the end of class the following week - and will **not** be accepted after two weeks beyond the due date. **No assignment** may be turned in beyond the day of the Final Exam. Assignments **must** be turned in as a printed document – email is **NOT** acceptable. Please plan ahead to avoid last-minute computer and printer errors.

OFFICE HOURS: Students are encouraged to ask questions in class, but for those wishing to speak to me individually, please come to my office in **Clark Hall 404G** on **Tuesdays from 4:30-5:30 p.m. and Fridays from 2:30 to 5:30 p.m.** Additionally, **special arrangements can sometimes be made** to meet with students at other times, my schedule permitting. Students are also encouraged to **contact me via phone or (especially) e-mail with questions or problems;** whenever possible, a response will be given that day.

UNIVERSITY POLICIES:

DROPPING A CLASS

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

To drop a class, go to <http://my.sjsu.edu>

Enter your SJSU ID and Password – you may now use your nine-digit SJSU ID to login to MySJSU. If you are a continuing student and have previously been given a User ID beginning with an uppercase W, you can continue to use this ID to log in.

If you drop a class, you must do so prior to the time you submit payment to ensure that your registration fees are properly assessed.

Navigate to “Self Service” > Student center > Drop a class

Click on “Drop Classes”

Click the checkbox next to each class you wish to drop and click “Drop Selected Classes”

Review your selection and click “Finish Dropping”

Instructor Drops

Instructors are permitted to drop students who fail to attend the first scheduled class meeting and who fail to inform the instructor prior to the second class meeting of the reason for any absence and their intention to continue in the class. Some instructors will drop students who do not meet the stated course prerequisites. However, they are not required to do so. **It is the student’s responsibility to make sure classes are dropped.**

ACADEMIC INTEGRITY:

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf).

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. **Faculty members are *required* to report all infractions to the office of Student Conduct and Ethical Development.** The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will **not** be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. **If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.**

The details below are excerpted from the **official campus policy on Academic Integrity:**

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the

course instructor and can ruin the university's reputation and the value of the degrees it offers.

We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct and Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University.

CHEATING:

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

Copying in part or in whole, from another's test or other evaluation instrument;
Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy.
Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy.
Altering or interfering with grading or grading instructions;
Sitting for an examination by a surrogate, or as a surrogate;
any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

PLAGIARISM:

At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another's work, without giving appropriate credit, and representing the product as one's own work; and representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one's own.

Students caught engaging in the above actions will receive an **automatic F in the course** and a **report to the Office of Student Conduct and Ethical Development** for further disciplinary action. Students with prior incidents on report may find themselves **suspended or expelled** from the University. **Claiming ignorance of what constitutes cheating or plagiarism is no excuse.** If you are in doubt, ask me for clarification. If you are genuinely having difficulties completing assignments, you are better off being honest (to you and me) than you are trying to cheat and hoping to get away with it.

More information can be found on the campus website section for Office of Student Conduct and Ethical Development: http://sa.sjsu.edu/judicial_affairs/index.html

STUDENTS WITH DISABILITIES:

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.

Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the **DRC (Disability Resource Center)** to establish a record of their disability. I will work with the DRC to assist you based upon their recommendations. I am not authorized to make assessments of personal situations regarding disabilities, and request that you *prepare well in advance* for any special needs you may have, particularly for taking exams. You can find more information on

SJSU's policies and the programs available, as well as your rights at:

<http://www.drc.sjsu.edu/>

STUDENT RESOURCES ON CAMPUS:

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all

disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor/> .

SOCS 139 - The World in Historical and Social Science Perspectives

Weekly Schedule - Fall 2009 Semester

All Dates are subject to revision; students will be informed in class and via email in the event revisions are necessary.

WEEK	DATE	ACTIVITY
1	8/25	Introduction
1	8/27	Section 1: The First Humans and Early Civilizations - the Pleistocene Required Readings: We Are All Africans The New Neandertal New Women of the Ice Age The Dawn of Art Recommended Readings: The Essential World History, Chapter 1
2	9/1	Section 1 - Farming, Cities, and the Bronze Age Required Readings: The Slow Birth of Agriculture Dawn of the City Prehistory of Warfare Messages from the Dead Writing Gets a Rewrite Poets and Psalmists: Goddesses and Theologians The Cradle of Cash Indus Valley, Inc. Empires in the Dust Hammurabi and Moses: Law as a Mirror of Civilization Recommended Readings: The Essential World History, Chapter 2
2	9/3	Section 1: The First Humans and Early Civilizations - Egypt Required Readings: City of the Hawk How to Build a Pyramid All the King's Sons Black Pharaohs

WEEK	DATE	ACTIVITY
3	9/8	Section 1: The First Humans and Early Civilizations Film: Egypt's Great Queen
3	9/10	Exercise 1 Paradigm: Art and Material Culture
4	9/15	Section 1: The First Humans and Early Civilizations - Mythology and the Greek World Recommended Readings: The Essential World History, Chapter 4 Film: Aegean: The Mystery of Atlantis
4	9/17	Section 1: The First Humans and Early Civilizations Required Readings: Uncovering Ancient Thailand China's First Empire Asoka and Shi Huangdi: Honey and Vinegar Recommended Readings: The Essential World History, Chapter 5
5	9/22	Section 1: The First Humans and Early Civilizations Assignment: Midterm 1 Classroom Discussion
5	9/24	Section 2: The Medieval World Required Readings: The New Maya The Maya Collapses Earth Movers Aztecs: A New Perspective Recommended Readings: The Essential World History, Chapter 6
6	9/29	Section 2: The Medieval World Film: Lost King of the Maya
6	10/1	Section 2: The Medieval World Film: Africa - A History Denied

WEEK	DATE	ACTIVITY
7	10/6	Section 2: The Medieval World - Africa Required Readings: TBA Recommended Readings: The Essential World History, Chapter 8
7	10/8	Section 2: The Medieval World - The Silk Road Film: Silk Road - Art Gallery in the Desert
8	10/13	Section 2: The Medieval World - The Silk Road Required Readings: TBA Recommended Readings: The Essential World History, Chapter 8, 9, 10, 11
8	10/15	Section 2: The Medieval World - Changing Europe Required Readings: The Survival of the Eastern Roman Empire The Ideal of Unity The Age of the Vikings The Fall of Constantinople Mansa Musa and Louis IX: Pilgrims and State-Builders Recommended Readings: The Essential World History, Chapter 12
9	10/20	Section 2: The Medieval World Assignment: Midterm 2 Classroom Discussion
9	10/22	No Class Meeting
10	10/27	Exercise Paradigm 2: Buildings and Spaces

WEEK	DATE	ACTIVITY
10	10/29	<p>Section 3: The Modern World - Exploration and Trade</p> <p>Required Readings: 1492: The Prequel The Other 1492: Jews and Muslims in Columbus's Spain The Far West's Challenge to the World, 1500-1700 A.D. A Taste of Adventure: Kerala, India, and the Molucca Islands After Dire Straits, an Agonizing Haul Across the Pacific The Significance of the Battle of Lepanto Queen of the India Trade Marco Polo and Ibn Battuta Prince Henry and Zhang He: Sailing South</p> <p>Recommended Readings: The Essential World History, Chapter 13, 15, 16</p>
11	11/3	<p>Section 3: The Modern World</p> <p>Film: Taj Mahal</p>
11	11/5	<p>Section 3: The Modern World - Colonialism</p> <p>Required Readings: The Peopling of Canada 400 Years of the East India Company Slavery and the British From Mercantilism to the 'Wealth of Nations' As Good as Gold?</p>
12	11/10	<p>Section 3: The Modern World</p> <p>Film: Secrets of Jamestown</p>

WEEK	DATE	ACTIVITY
12	11/12	Section 3: The Modern World - Reformation Required Readings: The Luther Legacy Elizabeth I: Gender, Power & Politics The World, the Flesh, and the Devil Eyes Wide Open The Arab Roots of European Medicine In God's Place Erasmus and Luther: the Reformer's Dilemma Elizabeth and Akbar: The Religion of the Ruler? Bacon and Galileo: The New Science Recommended Readings: The Essential World History, Chapter 14, 18
13	11/17	Section 3: The Modern World - Conclusions
13	11/19	Section 3: The Modern World Assignment: Midterm 3 Classroom Discussion
14	11/24	PANEL DISCUSSIONS Assignment: Midterm 3 Due
14	11/26	NO CLASS MEETING (Thanksgiving)
15	12/1	PANEL DISCUSSIONS
15	12/3	PANEL DISCUSSIONS Assignment: Exercise 2 Due
16	12/8	PANEL DISCUSSIONS
17	12/14	FINAL EXAM 9:45-12 p.m.