

New Course Proposal

1. **Department/Program:** History, Politics, and International Relations
2. **Course Information:** HIST 1120, The Ancient World, 3 credits, no prerequisites.
3. **Catalog Description:** This course will trace the beginnings of civilization in the ancient world, from the first urban societies in Mesopotamia 5500 years ago to the independent development of such societies elsewhere. Geographically, it will range from the Atlantic to the Pacific, encompassing Europe, Africa, Asia, and the Americas. The focus will be on differentiating between universals of complex society formation and unique responses to situations peculiar to individual cases.
4. Not to be repeated for credit.
5. **Rationale:**
 - a. The course fills a gap in the History curriculum, and provides a foundation in the earliest history for further historical studies.
 - b. The course is a requirement for the Ancient Studies Minor in CIS.
6. **General Education coding?** HIST CONSCIOUSNESS
7. **Staffing requirements:**
 - a) Instructor should have an advanced degree in History, Archaeology, or a related field, and broad familiarity with the ancient world.
 - b) No staffing changes are required.
8. The course will be initiated Fall 2007, and will be taught yearly, at least on the home campus.
9. See attached Ancient Studies catalog copy.
10. The course is similar to HIST 1100, The World before 1500, which is a variable content course which can be repeated for credit. The new course will concentrate only on the ancient world, and will not vary in content.
11. University resources are at present adequate for this course.
12. No courses will be dropped to make room for this course.
13. This proposal has been reviewed by the Department of History, Politics, and International Relations, and the Ancient Studies Program.

Signatures:

David Helling 6-26-06
Department/Program Chairperson Date

David C. W. 6-30-06
Dean of College Date

N.B.: This syllabus for HIST 1100 for Fall 2006 is identical to the proposed course.

HIST 1100
History of the Ancient World
Fall 2006
Professor Mikels Skele
mskele@webster.edu

SUBJECT TO REVISION

This course will trace the beginnings of civilization in the ancient world, from the first urban societies in Mesopotamia 5500 years ago to the fall of the Roman Empire. Geographically, we will range from the Atlantic to the Pacific, encompassing Europe, Africa, Asia, and the Americas. We will study the rise of states, the development of religions, the invention of writing, the evolution of art and science, the role of long distance trade, warfare, collaboration, literature, philosophy, politics -- in short, all the things that make up our society today.

Objectives

Students will become familiar with the dynamics of incipient urban civilizations throughout the ancient world. They will be able to discuss the necessary conditions for the rise of complex societies, and other universals of this process, as well as identify those local factors which gave rise to distinct individual adaptations. Ultimately, students will have a better appreciation of the role of history and innovation in the formation of the modern world.

Requirements and assessment

There will be three in-class essays and a short term paper (8-10 pages, double-spaced). Each of the essays will account for 20% of the grade, the paper will be 25%, and the remaining 15% will be for participation in class and in the online discussion forum (see below). There will be no final exam. It is expected that the assigned readings be done **before** the classes for which they are assigned, and these, along with lectures, will be the basis for class discussions. Attendance at all lectures is a requirement of the course. This is very important, since lectures will not be simple repetitions of the reading assignments, but rather will supplement them.

Online

This is a web-enhanced course. This means that course information and some assignments will be located online, including a discussion forum in which you will be expected to participate. Log-in instructions will be handed out at the beginning of the semester. Typically, there will be one discussion topic per week, to be assigned in-class on the basis of the direction of in-class discussions. Although new topics will be introduced each week, previous topics will remain open for further discussions. Students may also initiate topics so long as they are related to the course material. Links to video clips and other web resources will also be available. You are required to post at least one substantive comment for each topic.

Required Text

Scarre, Christopher, and Brian Fagan, *Ancient Civilizations*
There will also be handouts and assigned readings on the web.

Course Schedule

Aug. 22-24

Introduction and orientation. Primary definitions.

Reading: Ch. 1

Aug. 29 - 31

The theoretical framework. Mesopotamia.

Reading: Ch. 2-3

Sept. 5-7

Egypt, gift of the Nile.

Reading: Ch. 4

Sept. 12-14

South Asia.

Reading: Ch. 5

Sept. 19

China.

Reading: Ch. 6

Sept. 21 **Essay I**

Sept. 26-28

Near Eastern empires.

Reading: Ch. 7-8

Oct. 3-5

The beginnings of Greek civilization.

Reading: Ch. 9

Oct. 10-12

Mediterranean powers in the first Millennium BCE.

Reading: Ch. 10

Oct. 16-20 **Fall Break - No Classes**

Oct. 24-26

The Roman Empire.

Reading: Ch. 11

Oct. 31
The Horn of Africa.
Reading: Ch. 12

Nov. 2 Essay II

Nov. 7-9
Kingdoms in Southeast Asia
Reading: Ch. 13

Nov. 14-16
East Asian empires.
Reading: Ch. 14

Nov. 21 **Term papers due**
Mesoamerica.
Reading: Ch. 15-16

Nov. 23 Thanksgiving Day - No Classes

Nov. 28-30
The Andean civilizations.
Reading: Ch. 17-8

Dec. 5
Bringing it all together.
Reading: Ch. 19

Dec. 7 Essay III

Term Paper Guidelines

These are general guidelines I would like you to follow for your term papers. Term papers will be typed and double spaced; no hand-written papers will be accepted. They will be 8-10 pages long, **not** counting the bibliography. **LATE PAPERS WILL BE MARKED DOWN FOR EVERY DAY THEY ARE LATE.** In other words, a B+ paper turned in one day late will get a grade of B; two days late, it will be a B- paper, etc. There will be no exceptions to this rule.

Organization

Term papers should have a clear focus, some issue that can be resolved in the paper. This needn't be an original idea or interpretation. For example, "The Amarna Period" may be an interesting subject, but needs to be more specific to be a good paper topic. This may involve something like the causes of stability or instability in a particular country, or the success or failure of a particular economic policy. All term papers should have 3 basic parts:

1. Introduction. This is where you introduce the reader to the topic. It includes, first and foremost, preferably in the first sentence or two, a thesis statement, in which you tell the reader what it is you propose to demonstrate in your paper, and a brief background of previous work on the subject. In a paper of the length you are assigned, the introduction should not exceed one page; it can be as little as a single paragraph. *Tell them what it is you are going to say.*
2. Argument. This is where you present the case you are going to make. The argument should be presented in a clear, logical sequence; avoid the temptation to simply list facts in no apparent order just to fill up space and prove you've read something on the subject. You should be thorough, considering and dealing with points of view that are different from the one you have chosen, but without padding. This will be the bulk of your paper. *Say it.*
3. Conclusion. This is where you bring together the evidence you have presented, and come to a conclusion. Like the introduction, this section is short, one page or less. *Tell them what you've said.*

If you write your paper and find that it is weak in any of these areas, rewrite it. The hardest thing for me to get students to believe is that the best papers, the A and B papers, are ones that have been rewritten *at least* once. Papers written during an all-nighter right before they are due will be painfully obvious.

References

I will expect you to consult at least 5 separate sources, not including encyclopedias or text books, for your term paper. You must cite your sources for all direct quotes, little known or controversial facts, and *all* ideas and interpretations which are not your own. Generally known facts, for example, that Alexander was the son of Philip II, need not be cited. If, however, you say that the murder of Philip may have been instigated by Alexander, you must cite a reference, unless this is your own original idea. Use direct quotes sparingly, paraphrasing unless it is important to have the exact words. Quotes will be set apart from the original text by quotation marks, if the quote is less than 3 lines long, and by single spacing and paragraph indentation if

longer; you really shouldn't have long quotes in a paper this length, so avoid them if at all possible.

The method of citation will be by author and date, keyed to the bibliography. For example:

The battle of Actium was the end, for all practical purposes, of the Hellenistic civilization (Green 1993: 651).

Within the parentheses, **Green** is the author's name, **1993** is the publication date of the book or article cited, and **651** is the page reference. The bibliography at the end of your paper, which will list all of the sources you consulted, whether cited in the text or not, will be arranged alphabetically by the authors' last name, followed by date of publication, then title and publisher for books, title, journal, volume, issue and page numbers for articles. For example:

Green, Peter (1993). Alexander to Actium. University of California Press

Vickers, Michael (1994). "Nabatea, India, Gaul, and Carthage: Reflections on Hellenistic and Roman Gold Vessels and Red-Gloss Pottery," American Journal of Archaeology Vol. 98, No. 2, pp. 231-248

Do NOT use footnotes; they're a big pain for you, and a bigger pain for me if they don't work.

This format is REQUIRED for this term paper assignment.

Grading will be on the basis of thoroughness, clarity, and organization, as well as content. A thoughtful paper on a specific issue will get a higher grade than a simple recital of descriptive facts. A paper with poor grammar, poor spelling and poor organization will get a lower grade. Needless to say, factual errors are unacceptable.

Catalog Description for Ancient Studies Minor:

The Minor in Ancient Studies allows comparative study of the history, literature, mythology, religion, philosophy, art, language and culture of ancient societies across the globe. Students are required to complete 18 course credits, or six courses. One core course is required, a three-credit introductory History of the Ancient World course. This requirement may only be waived through approval of the Program Director(s) and through demonstration of mastery of an equivalent course, or significant field or research experience. Students are encouraged to pursue an area of concentration for their studies by completing six credits of electives from the approved course list. This focus or concentration may be geographic or thematic, with comparative studies encouraged. Within the minor, "ancient" will be defined generally as before the fifth century CE, although this parameter may vary within cultural and geographic boundaries.

Students, as advised, should choose no more than three courses at the 1000 level, which includes the core course. At least one upper level (3000/4000) course is strongly recommended as well. A student may enter the program for a minor in Ancient Studies at any time through the final semester if all requirements are met.

More than the required 18 credits may be taken in order to fulfill the demands of individual interest, a language concentration or a change in area of concentration. Students are strongly encouraged to participate in an international study and/or field experience as well. Webster's worldwide campus system is ideally suited for this kind of study, and other sites will be available in the future.

Requirements

- HIST 1120 The Ancient World

- **Completion of five of the following courses (15 credits)**
 - ANSO 1080 Human Evolution
 - ARHS 2210 Introduction to Western Art
 - ARHS 2320 Introduction to Asian Art
 - B201* Greek Grammar
 - B203* Hebrew Grammar
 - B206* Latin Grammar
 - B301 Greek Exegesis
 - B303 Hebrew Exegesis
 - B309 Latin Readings
 - ENG 3900 Myth and Classical Literature
 - LATN 1090 Elementary Latin I
 - LATN 1090 Elementary Latin II
 - LATN 2090 Intermediate Latin
 - LATN 2610 Advanced Latin
 - PHIL 2510 Philosophical Classics: Ancient Greece and Rome

The following courses also qualify, with appropriate content

ANSO 2000	Issues in Contemporary Society
ANSO 3000	Topics in Anthropology and Sociology
ANSO 3610	Independent Reading
ANSO 4610	Advanced Independent Reading
ARHS 4350	Topics in Art History
GNST 1400	Civilization and the Arts
HIST 1010	Topics in History
HIST 2310	Encounters with History
HIST 2610	Independent Reading
HIST 3060	History Roundtable
HIST 3650	History Practicum
HIST 4600	History Seminar
HIST 4610	Advanced Independent Reading
ILC 1090	Elementary Language I
ILC 1100	Elementary Language II
ISTL 2500	International Field Experience in International Studies
PHIL 4050	Topics in the History of Philosophy
RELG 1000	Roots of Religion
RELG 1040	Phenomena
RELG 2080	Intro to Western Religions
RELG 2100	Religion and Literature
RELG 2350	Sacred Texts
RELG 2400	Religion and the Arts
RELG 2420	Religion and Culture
RELG 2500	Gender, Culture and Religion
RELG 3120	Buddhism
RELG 3190	Christianity
RELG 3600	Field Experience in Religion
RELG 3605	International Field Experience in Religion
RELG 4550	Advanced Study in Religion
RELG 4610	Reading Course
WOMN 2000	Issues in Women's Studies
WOMN 3000	Topics in Women's Studies

**Offered as an intensive study course during the month of January at Eden Seminary (B course numberings).*

Other courses may also qualify, at the discretion of the director(s).

Ancient Studies directors

Renata MacDougal, Religious Studies

Mikels Skele, HPIR, BASS

General Education Course Coding Form

Directions:

1. Complete this form. (Contact the Coordinator of General Education if you have any questions.)
2. Attach a syllabus or course guidelines that includes
 - a. a list of measurable student learning outcomes
 - b. information on how outcomes will be assessed including descriptions of reading and writing activities, projects, presentations, testing, etc
 - c. list of course requirements such as attendance, assignments, etcHave your proposal reviewed by the appropriate department and school/college committee.
3. Submit your proposal to the University Curriculum Committee in care of the Office of Academic Affairs.

Form Information:

1. Department/Program: HISTORY, Politics, INTERNATIONAL RELATIONS
2. Course Information: HIST / 1120 / THE ANCIENT WORLD
(1000 & 2000 only) Prefix Number Title

Note: All sections under a course number that has received a gen ed code(s) have the same code(s).

If the course is a topics or issues course the last digit in the number should designate its code according to the following guidelines. Topics or issues course 2300 has no code, 2301 is coded for Critical Thinking, 2302 is coded for Communications, 2303 is coded for Historical Consciousness, 2304 is coded for Humanities, 2305 is coded for Values, 2306 is coded for Cultural understand, 2307 is coded for Arts Appreciation, 2308 is coded for Scientific Understanding, and 2309 is coded for Mathematics.

3. General Education Code requested HST (List only one code)
4. Does this course have a prerequisite? NO (General Education Courses should not have prerequisites)
5. Will this course be taught in an online format? NO
6. Indicate how the learning objectives on the attached syllabus meet the General Education Criteria (below) for the requested code.

- HISTORICAL CONSCIOUSNESS: STUDENTS WILL BE ABLE TO
RELATE THE EMERGENCE OF COMPLEX SOCIETIES TO
GEOPHYSICAL AND CULTURAL PHENOMENA ATTENDING
THE EVENTS, AND EXPLAIN THE COMMUNITIES AS
WELL AS THE UNIQUENESS IN PRIMARY CIVILIZATIONS.
- HUMANITIES: STUDENTS WILL READ PRIMARY DOCUMENTS
FROM BOTH THE TARGET CIVILIZATIONS AND CONTEMPORARIES
- CULTURAL UNDERSTANDING: EXPOSURE TO THE SOURCE
CULTURES OR MULTIPLE OF THE WORLD'S DIVERSE CULTURES

Use additional paper if needed

1. Check all that apply.

GEN ED GOALS FOR THE CODE(S) ARE IDENTIFIED ON THE SYLLABUS IN:

COURSE DESCRIPTION	<u> x </u>
COURSE OBJECTIVES/OUTCOMES	<u> x </u>
PROCESS OF THE COURSE	<u> x </u>
OTHER	_____

STUDENT ACHIEVEMENT OF GEN. ED. GOALS ARE ASSESSED WITHIN:

EXAMS	<u> x </u>
PAPERS	<u> x </u>
PORTFOLIOS	<u> x </u>
CLASS EXERCISES	<u> x </u>

2. What entities (department, college/school) have reviewed and approved this proposal?

Signatures:

<u>Allen Medina</u>		<u>8/30/06</u>
Department/ Program Chairperson		Date
<u>B. G. for DCU</u>		<u>Aug. 31, 2006</u>
Dean of College/School		Date

Revised 3/06