

**Course Syllabus  
Chaminade University of Honolulu**

**History 151: <sup>67</sup>World Civilizations I  
Dr. Yamasaki**

**Course Description**

A multicultural approach to studying the world's early civilizations, it examines their political, social, economic and cultural evolutions. Among other things, the course examines the lives, works and compassionate service of Confucius, the Buddha, Socrates, Jesus Christ, Mohammed and other individuals who made meaningful contributions to the moral and ethical development of humankind.

Along with historical knowledge, the course emphasizes the development of reading, writing, speaking, cognitive and collaborative skills crucial to success in college and beyond.

**Course Objectives**

After completing this course, students will have...

- a working knowledge of the key people, events and developments in world history.
- refined their reading, writing, speaking and cognitive skills.
- engaged in learning that embodies cooperation, self-discipline and mutual respect.
- developed their concern for social justice, ethics and civic responsibilities.

**Course Requirements**

- Regularly attend and actively participate in class meetings.
- Write short reflective essays.
- Take three (3) examinations.
- Write a historical essay.
- Turn assignments in on time. (All assignments are to be turned in to the instructor on the day they are due -- in class and during the class hour. Papers turned in elsewhere will not be accepted. No late short writing assignments will be accepted. 5 points will be deducted for each class meeting the historical essay is late.)

**Grades**

Participation in class activities and short writing assignments	100 points
Historical essay	100 points
Examinations (3 exams 100 points each)	300 points

Grading: 460-500 points = A; 410-459 = B; 350-409 =C; 300-349 = D; Below 300 = F.

## Course Outline

- Week 1: Orientation / Before Civilization / Defining Civilization  
Week 2: History and Culture of Mesopotamia and the Ancient Middle East  
Week 3: History and Culture of Ancient Egypt  
Week 4: History, Politics and Culture of Ancient China  
**Week 5: First Examination**  
Week 6: History of Ancient India  
Week 7: Indian Philosophies and Religions: Hinduism, Jainism and Buddhism  
Week 8: Minoan & Mycenaean Greece / *Iliad* and *Odyssey* / **Historical Essay Due**  
Week 9: History of Classical Greece  
Week 10: Greek Heritage: Philosophy and Drama  
Week 11: **Second Examination**  
Week 12: History of Ancient Rome: Republic and Empire  
Week 13: History of Early Christianity  
Week 14: History, Politics and Culture of Medieval Europe  
Week 15: Early History and Culture of the Islamic World  
Week 16: **Third Examination**

## Course Texts

Adler, *World Civilizations, Volume I*  
Yamasaki, *Readings in History 151: World Civilizations I*

## Office Hours

Eiben Annex B: 3:00-5:00 PM on Wednesdays and 2:00-4:00 PM on Thursdays  
Phone: 735-4824

**History 151: World Civilizations I  
Course Content Knowledge Assessment**

Name \_\_\_\_\_ Date \_\_\_\_\_  
Last First

Age \_\_\_\_\_ Male \_\_\_\_\_ Class Standing: Freshman \_\_\_\_\_  
 Female \_\_\_\_\_ Sophomore \_\_\_\_\_  
 Junior \_\_\_\_\_  
 Senior \_\_\_\_\_  
 Other \_\_\_\_\_

Place of Birth (Please include Country) \_\_\_\_\_

School Last Attended (Please include Location of School) \_\_\_\_\_

First Week of Instruction \_\_\_\_\_ Last Week of Instruction \_\_\_\_\_

*This test assesses how effectively I teach you about the key people, events and developments in world history. For this purpose, the same test will be given during the first week of instruction and the last week of instruction. You are not expected to know any of the information in the test when you take it during the first week of instruction. I need to see what you already know when you come into the course in order to determine what you have learned by the end of the semester. Thank you for your cooperation. It will help me to improve the way I teach the content materials in my world history courses.*

For each multiple choice question, please **circle** the letter of the correct answer.

1. The tribune in the Roman Republic was...
  - a. elected by the senate to insure that rights of patricians were not violated by plebeian assemblies
  - b. one of three judges who formed the Roman tribunal, which cases of lower Roman courts
  - c. a diplomatic officer who accepted tribute from nations conquered by the Roman army
  - d. a representative of the plebeians in the Roman government with the power to veto legislation
  
2. For the Buddha, the main purpose of his search and teachings...
  - a. focused on man's eternal soul (atman); how to keep it pure & how to liberate it from the body
  - b. represented the culmination of Hindu theology, which evolved from polytheism to monotheism
  - c. was to learn why human beings suffered & how to end that suffering
  - d. attempted to find the ultimate meaning of existence & purpose of life through the *Upanishads*
  
3. In the *Odyssey*, Odysseus' wife Penelope held off unwanted suitors for three years by...
  - a. acquiring the protection of Zeus, the mighty king of the gods of Olympus
  - b. weaving & unweaving her father-in-law's burial shroud
  - c. having Aphrodite, the goddess of love, make her look old, skinny & unattractive
  - d. promising to marry the suitor who could answer the riddle of the Sphinx

4. Tiberius Graachus tried to aid poor Roman citizens by...
  - a. taxing rich patricians & using the revenues to build public schools & pay professional soldiers
  - b. allying with Caesar to create a diverse coalition of rich & poor that consistently won elections
  - c. limiting public land purchases by wealthy individuals, distributing the remainder among the poor
  - d. creating forms of relief, such as aid to the disabled & to families with dependent children
  
5. Feudalism in Medieval Europe was held together by...
  - a. surviving Roman laws that defined rights and responsibilities applying to all inhabitants
  - b. contractual relationships between individuals that partially fulfilled each party's needs
  - c. feuding knights that vowed to free the Holy Lands from Muslim Turks who captured it
  - d. an agreement between Catholics and Protestants cease all wars of religion between them
  
6. The Gospel *According to Matthew* aimed at a...
  - a. reconciling of Christians, Jews & Muslims, accepting Jesus' salvation as applying to all of them
  - b. Jewish audience, showing that Jesus' teachings were part of traditional Jewish religious beliefs
  - c. Gentile audience, rejecting rigid Jewish practices & emphasizing the "good Samaritan" doctrine
  - d. reuniting of northern Jewish tribes with the tribes of Judea, thus consummating the Jewish faith
  
7. Mohammed's loving wife, whose love & faith in him, encouraged him to spread his message.
  - a. Sharia
  - b. Hegira
  - c. Avicenna
  - d. Khadija
  
8. A fundamental difference between India & the West is the...
  - a. idolatry & superstition of India vs. the scientific & rational approach of the West
  - b. purely peaceful wisdom of India vs. the exploitive, aggressive & imperialistic nature of the West
  - c. West's emphasis on economics vs. India's emphasis on communalism (mutual sharing)
  - d. West's preference for singularity (the one) vs. India's preference for plurality (the many)
  
9. The story that frames all other stories of the *Arabian (1001) Nights* is that of...
  - a. Aladin, who finds a magic lamp inhabited by a genie that grants him three wishes
  - b. Scheherazade, who saves her own life, as well as the lives of other young women in her kingdom, by telling stories to a sultan maddened by his wife's infidelity
  - c. Sinbad the Sailor, who travels the world in seven mystical voyages then returns home to tell his friends and relatives of his adventures
  - d. Ali Baba and the Forty Thieves, which begins with Ali discovering the secret hiding place of the thieves' stolen treasures
  
10. "It is because everyone under Heaven recognizes beauty as beauty, that the idea of ugliness exists. And equally if everyone recognized virtue as virtue, this would merely create fresh conceptions of wickedness. For truly Being and Not-being grow out of one another; difficult and easy complete one another. Long and short test one another; high and low determine one another." Which of the following is most likely to say this?
  - a. a Confucianist
  - b. a Daoist (Taoist)
  - c. a Legalist
  - d. a Buddhist

## Student Course Survey

Course # \_\_\_\_\_ Section \_\_\_\_\_ Title \_\_\_\_\_

Semester & Year \_\_\_\_\_ Mid-term Survey \_\_\_\_\_ Final Survey \_\_\_\_\_

### I. Are the course objectives being met?

Objective #1: Gain a working knowledge of key people, events & developments in the period of history covered by the course.

strongly disagree \_\_\_ disagree \_\_\_ neutral \_\_\_ agree \_\_\_ strongly agree \_\_\_

Comments \_\_\_\_\_

Objective #2: Refine reading, writing, speaking and cognitive skills.

strongly disagree \_\_\_ disagree \_\_\_ neutral \_\_\_ agree \_\_\_ strongly agree \_\_\_

Comments \_\_\_\_\_

Objective #3: Engage in learning that embodies cooperation, self-discipline & mutual respect.

strongly disagree \_\_\_ disagree \_\_\_ neutral \_\_\_ agree \_\_\_ strongly agree \_\_\_

Comments \_\_\_\_\_

Objective #4: Develop a concern for social justice, ethics & civic responsibility.

strongly disagree \_\_\_ disagree \_\_\_ neutral \_\_\_ agree \_\_\_ strongly agree \_\_\_

Comments \_\_\_\_\_

### II. For this course, are the following modes of learning effective?

Mode #1: Lectures

strongly disagree \_\_\_ disagree \_\_\_ neutral \_\_\_ agree \_\_\_ strongly agree \_\_\_

Comments \_\_\_\_\_

Mode #2: Readings

strongly disagree \_\_\_ disagree \_\_\_ neutral \_\_\_ agree \_\_\_ strongly agree \_\_\_

Comments \_\_\_\_\_

Mode #3: Group Work

strongly disagree \_\_\_ disagree \_\_\_ neutral \_\_\_ agree \_\_\_ strongly agree \_\_\_

Comments \_\_\_\_\_

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Mode #4: Short Writing Assignments

strongly disagree \_\_\_ disagree \_\_\_ neutral \_\_\_ agree \_\_\_ strongly agree \_\_\_

Comments \_\_\_\_\_

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Mode #5: Examinations

strongly disagree \_\_\_ disagree \_\_\_ neutral \_\_\_ agree \_\_\_ strongly agree \_\_\_

Comments \_\_\_\_\_

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Mode #6: Book Review or Historical Essay

strongly disagree \_\_\_ disagree \_\_\_ neutral \_\_\_ agree \_\_\_ strongly agree \_\_\_

Comments \_\_\_\_\_

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**III. Recommendations for improving the course:**

## Student Survey on Cooperative Learning

Name \_\_\_\_\_ Date \_\_\_\_\_  
Last First

Course # \_\_\_\_\_ Section \_\_\_\_ Title \_\_\_\_\_

Topic/Assignment \_\_\_\_\_

1. **Cooperation** among group members was vital to successfully completing this assignment.

strongly disagree \_\_\_ disagree \_\_\_ neutral \_\_\_ agree \_\_\_ strongly agree \_\_\_

2. **Everyone** in the group **cooperated** in the completion of the assignment.

strongly disagree \_\_\_ disagree \_\_\_ neutral \_\_\_ agree \_\_\_ strongly agree \_\_\_

3. In preparing for this group assignment, **self-discipline** was vital to its success.

strongly disagree \_\_\_ disagree \_\_\_ neutral \_\_\_ agree \_\_\_ strongly agree \_\_\_

4. **Everyone** came **prepared** to accomplish our group assignment.

strongly disagree \_\_\_ disagree \_\_\_ neutral \_\_\_ agree \_\_\_ strongly agree \_\_\_

5. **Mutual respect** is vital to broad & meaningful participation in group assignments.

strongly disagree \_\_\_ disagree \_\_\_ neutral \_\_\_ agree \_\_\_ strongly agree \_\_\_

6. **Everyone** in the group showed **respect** for the thoughtful views & opinions of other members.

strongly disagree \_\_\_ disagree \_\_\_ neutral \_\_\_ agree \_\_\_ strongly agree \_\_\_

7. I made a positive **contribution** to the success of our group assignment.

strongly disagree \_\_\_ disagree \_\_\_ neutral \_\_\_ agree \_\_\_ strongly agree \_\_\_

8. I gently **encouraged** others to give their views & input, especially the quiet group members.

strongly disagree \_\_\_ disagree \_\_\_ neutral \_\_\_ agree \_\_\_ strongly agree \_\_\_

9. By taking part in this group assignment, I **learned** that...

10. With the next group assignment, I will **try** to...

11. My **recommendation** for improving this group assignment is...