

Syllabus

Course: HI 151 World Civilizations I / Online (3 Units)

Instructor: Kris Matsumoto, MA, JD

Contact Information: **Telephone:** (808) 226-3022
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Academic Background: Bachelor of Arts (History), University of Hawaii
Master of Arts (History), Ohio State University
Juris Doctor, University of Iowa, College of Law (Hawaii State Bar Association)

Course Description: A multicultural approach to studying the world's early civilizations, it examines their political, social, economic and cultural evolutions. It focuses on the lives, work and service of Confucius, the Buddha, Jesus Christ, Mohammed and other individuals who made meaningful impacts on the moral 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. Offered every semester.

Required Text: Philip J. Alder, World Civilizations, vol. 1 (to 1600), 3rd Edition, Belmont, CA: Wadsworth/Thompson Learning, 2003. (ISBN 0-534-60147-2)

Class Format: The students will read the assigned portions of the text each week and respond to discussion questions posted on the course website that relate to the reading assignments.

Student Responsibilities:

- It is important that you read this syllabus very carefully, and follow the guidelines for the assignments.
- College standards apply to all of the assignments.
- It is imperative that you read, review and digest the assigned course materials and restate the material in your own words for all assignments.
- Failure to restate the material in your own words constitutes plagiarism.
- Plagiarism is an ongoing problem in online classes: do not cut and paste responses to discussion questions, the research paper, presentation or any other assignment for this class.
- No credit ("0") will be given for work that is plagiarized, and plagiarism may result in disciplinary action by the college.
- Plagiarism includes, among other things, direct quotes and paraphrased material without proper reference to the sources.
- Scores for work that is not submitted when due, i.e., late work, will be reduced by one letter grade, unless documentation from a supervisor or health care professional is provided.

This is an accelerated--not abbreviated--course. Traditional classes meet for sixteen (16) weeks per semester. In quarter systems such as this one, the work load of one semester is covered in a period of ten (10) weeks. In other words, we will cover almost two weeks of material each week.

Online classes like this one require discipline and diligence on the part of the student. Do not procrastinate: Make note of the deadlines and plan ahead; do not wait until the last minute to complete your assignments or to prepare for the final examination; you may find it a daunting task to catch up.

Course Evaluation: Student Work will be evaluated in the following manner:

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| 1. Meaningful and timely participation in online discussions | 10% |
| 2. Presentation based on Research Paper (MS PowerPoint recommended; due in Week 8) | 10% |
| 3. 10 page Research Paper (due in Week 10 at the time of the Final Examination) | 30% |
| 4. Cumulative Proctored Final Examination (Short Answer and Comprehensive Essay) | 50% |

Calculation of Final Grades: Letter grades are given in all courses except those taken on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports, and the final examination. They are interpreted as follows.

- A Outstanding scholarship and an unusual degree of intellectual initiative.
- B Superior work done in a consistent and intellectual manner.
- C Average grade indicating a competent grasp of subject matter.
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work.
- F Failed to grasp the minimum subject matter; no credit given.
- P Satisfactory completion of course.
- W Withdrawal before published deadline.
- I Did not complete a small portion of the work or final examination due to circumstances beyond the student's control. The issuance of an 'I' grade is not automatic. Prior to reporting of grades a contract must be made between the student and the instructor for the completion of the course. Sufficient time should be allowed to permit completion of the work, evaluation, and reporting of the final grade within 90 days after the end of the semester or term. This limit may not be extended. If a new grade for the course is not submitted by the instructor prior to the deadline, the alternate grade indicated in the contract will be recorded.

Research Paper Requirements:

- Each student will submit one research paper at the end of Week 10 (at the time of the Final Examination).
- Please submit a hardcopy at the time you take the final examination AND send me an electronic version of your paper as a Microsoft Word document.
- The paper must be at least 10 pages in length. (This is a minimum requirement.)
- This does not include cover pages, illustrations, pictures, lengthy quotations, endnotes or bibliographies.
- A formal outline identifying your thesis statement must be submitted with each paper.
- Each paper must be typed and double-spaced, and pages must be numbered.
- Margins--top, bottom, left and right--may not exceed one-inch.
- Font: Times New Roman 12; do not justify the text.
- You must consult and make reference to at least five (5) academic publications in the text of your paper; these include books and scholarly articles.
- It is recommended that you purchase and consult an English reference manual in order to conform the format of your paper to a system of uniform citation (e.g., Chicago Manual of Style, MLA or APA)
- Please be sure to restate the material you use in your own words. (Avoid plagiarism.)
- Please do not use children's books or general encyclopedias (including Wikipidea and other online or electronic encyclopedias).
- Your research should be balanced. When possible, you should consult different types of materials (primary sources, secondary sources in the form of monographs, periodicals, etc.).
- Do not write your paper exclusively from one source; do not write your paper exclusively from Internet sources.
- Your paper should contain some critical analysis and should not be primarily a recitation of historical facts.
- Proof read your paper for grammatical and typographical errors, and make the necessary corrections before submission.
- Do not turn in a paper you prepared for another class or a paper prepared by someone else. **See Chaminade University's policies on Academic Honesty, Plagiarism and Writing Standards (Attached)**
- Please see me if you would like me to review an outline or draft of your paper.
- Points will be deducted for failing to conform to the standards enumerated above.

- This is a college course and the appropriate standards apply to all work prepared for this class.

Presentation Requirements:

- Your presentation may be based on your research paper.
- Microsoft PowerPoint is recommended.
- It should summarize the main points of your paper in your own words in short sentences or phrases.
- Avoid big chunks of undigested text.
- Do not cut and paste text from web or other electronic sources; avoid plagiarism.
- Including images will make your presentation more interesting for your classmates.
- Avoid fancy animation schemes that will increase the size of your file and prolong the time to download it.
- Presentations are due at the end of Week 8.
- Post your presentation in the Discussions section of the website under "Student Presentations."

Chaminade University's Policies on Academic Honesty, Plagiarism and Writing Standards: The following are excerpts from the 2004-2005 Student Catalog, which is available in its entirety at <http://www.chaminade.edu/catalog/>. Please familiarize yourself with the Academic Honesty, Plagiarism and Writing Standards provisions provided below and be sure to adhere to the enumerated standards while preparing work for this class.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and cannot be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a university official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Chair of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Chair of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Plagiarism

Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgment.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

In the cases of alleged academic dishonesty (such as plagiarism, cheating, claiming work not done by the student, or lying) where a faculty member observes or discovers the dishonesty, the faculty members may choose to confront the student and handle the matter between the faculty member and the student, or the faculty member may choose to refer the incident to the Chair or Graduate Program Director. (If the Chair or the Director is the instructor in question, the concern should be directed to the Associate Provost; if the Associate Provost is the instructor in question, the concern should be directed to the Executive Vice President and Provost.) If the faculty member chooses to confront the situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the Chair or Director.

In either case, the Chair or Graduate Program Director may choose to 1) resolve the matter through a meeting with both the student and the faculty member, or 2) refer the matter to the Executive Vice President and Provost. The findings, in either case, are final.

Writing Standards

All work submitted by Chaminade University students is expected to meet the following writing standards:

1. Written assignments should use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Written assignments should develop ideas, themes, and main points coherently and concisely.
3. Written assignments should adopt modes and styles appropriate to their purpose and audience.
4. Written assignments should be clear, complete, and effective.
5. Written assignments containing material and ideas drawing upon sources should carefully analyze and synthesize that material. In addition, the sources of the borrowed material must be correctly acknowledged to avoid plagiarism.

Course Schedule, Reading Assignments and Study Guide:

Note: The final examination will be based on the study guide. The study guide is included so that you will know what material to focus on when you are reading. Although it is recommended that you take notes pursuant to the study guide throughout the quarter in order to master the material, you DO NOT have to submit responses to the study guide to me. The final examination will be based on the study guide, and the items on the study guide will be reinforced by the weekly discussions. An abbreviated (shortened) study guide will be posted later in the term.

Holidays: Independence Day, Tuesday, July 4, 2006 and Labor Day, Monday, September 4, 2006. These holidays do not impact our class.

Class Schedule and Study Guide

Week: Topics & Reading Assignments:

1 Paleolithic and Neolithic Periods, Mesopotamia and Ancient Egypt

Reading Assignment: Chapters 1 - 3

Essay Questions:

1. Discuss how the Neolithic period was different from the Paleolithic period that preceded it. Explain how the changes in the Neolithic era gave rise to the world's first civilizations.
2. Explain the role that geography played in the civilizations of ancient Mesopotamia and ancient Egypt. How were the two civilizations alike? How were they different?

Key Words and Phrases:

Sumerians, Akkadians, Sargon, Old Babylonians, Amorites, Hammurabi, Epic of Gilgamesh, Menes, Old Kingdom, Hyksos, Akhenaton, Ramses II, Hittites

2 Small Kingdoms and Mighty Empires

Reading Assignment: Chapter 4

Essay Questions:

Describe the evolution of the Jewish faith and the early history of the ancient Hebrews through the Roman conquest of Palestine.

Key Words and Phrases:

Sea Peoples, Phoenicia, covenant, Saul, David of Bethlehem, Solomon, Babylonian Captivity, Assyrians, Chaldeans, Nebuchadnezzar II, Medes, Persians, Cyrus II, Darius I, Zarathustra

3 Ancient India and Ancient China

Reading Assignment: Chapters 5 - 6

Essay Questions:

1. Describe the belief systems of the great religions of India, and explain how these religions continue to influence Indian society and the world in the present day.
2. Discuss the origins of the great philosophical traditions of China. Explain how these ideas shaped the course of Chinese history, and discuss their continued relevance today.

Key Words and Phrases:

Mohenjo-Daro and Harappa, Dravidians, Rigveda, Karma/Samsara, Hinduism, Brahma, Jainism, Mahavira, Siddhartha Gautama, Four Noble Truths, Eight-Fold Path, Era of the Warring States, Confucius, Analects, Lao Tzu, Tao Te Ching, Legalism, Chin Shih Huang Ti

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Ancient Greece

Reading Assignment: Chapters 7 - 9

Essay Question:

Explain how geography contributed to the rise and development of the polis. What were the limitations of the polis and how did they contribute to the downfall of ancient Greek civilization?

Key Words and Phrases:

Hellas. Hellenic Civilization, Minoans, Mycenae, Troy, Homer, Iliad, Odyssey, Schliemann, Athens, Solon, Cleistenes, Sparta, helots, Persian Wars, Pericles, Delian League, Peloponnesian War

5

Alexander the Great; Roman Republic

Reading Assignment: Chapter 10

Essay Questions:

1. Discuss the social and political issues that divided Roman society in the early republic and how they were ultimately resolved.
2. Explain how territorial expansion created problems that ultimately resulted in the demise of Roman republican political institutions and the foundation of the empire.

Key Words and Phrases:

Socrates, Plato, Aristotle, Hellenistic Civilization, Macedonia, Phillip II, Alexander of Macedon, Ptolemy, Romulus and Remus, Etruscans, Plebeians, Patricians, Struggle of the Orders, Punic Wars, Carthage, Hannibal, mare nostrum, Tiberius and Gaius Gracchus, Gaius Marius, civitas sine suffragio, First Triumverate, Julius Caesar, Cleopatra, Second Triumverate, Octavian, Mark Antony, Battle of Actium

6

Imperial Roman

Reading Assignment: Chapters 11

Essay Question:

Discuss the factors that contributed to the fall of the Roman Empire in the West. Although their state did not survive the 5th century, the Romans left a legacy that survives to the present day. Explain.

Key Words and Phrases:

Jesus of Nazareth, Judea, Princeps civitas, Augustus, Flavian Dynasty, Antonines, Diocletian, Constantine, Edict of Milan, Theodosius, Byzantium, Hagia Sophia, Justinian

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Islam, Yuan and Ming China and Traditional Japan

Reading Assignment: Chapters 14 – 18, 22, 28-29, <http://eawc.evansville.edu/essays/hussain.htm>

Essay Questions:

1. Describe the “tributary system” and the maritime voyages of Admiral Cheng Ho during the Ming dynasty. What do they reveal about China’s view of itself vis-à-vis other nations? How was this view different from that of the European powers?
2. Describe the origins and belief system of the warrior caste in Japan and how they came to dominate Japanese society.

Key Words and Phrases:

Mohammad, Arabs, Muslims, Five Pillars, Qur’an, Ramadan, Haj, Ottoman Empire, Suleiman the Magnificent, Mongols, Genghis Khan, Kubilai Khan, Marco Polo, Ming Dynasty, Tributary System, Admiral Cheng Ho, Yamato, Shinto, Nara, Heian, Fujiwara, Kamakura bakufu, Minamoto-no-Yoritomo, Hojo Regency, Ashikaga Takauji, Onin War, Oda Nobunaga, Toyotomi Hideyoshi, Tokugawa Ieyasu, Battle of Sekigahara, Daimyo, sakoku, Commodore Matthew Perry

8

Early Middle Ages, High Middle Ages, Late Middle Ages and Renaissance

Reading Assignment: Chapters 11, 19-21

Essay Question:

1. Who was Karl the Great (Charlemagne)? Explain his historical significance and the unraveling of his accomplishments following his death.
2. Who was William the Conqueror? What was the historical significance of his conquest of England?
3. Discuss the causes of the Hundred Years War. Trace the important events in the conflict, and explain the historical significance of its outcome.
4. What was the Renaissance? In what ways was it different from the medieval period, which preceded it? Explain why many scholars regard the Renaissance as the beginning of the modern world.

Key Words and Phrases:

Wergeld (wehrgeld), Carolingians, Karl the Great (Charlemagne), Louis the Pious, Treaty of Verdun, feudalism, manorialism, Vikings, Magyars, Normandy, William the Conqueror, Battle of Hastings, Crusades, Henry V, Joan of Arc, Black Death, Petrarch, Secularism, Humanism

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Age of Discovery and Age of Conquest, Protestant Reformation and Wars of Religion

Reading Assignment: Chapters 12, 23-26, 30

Essay Questions:

1. What was the Reformation? Were the motivations for reform always religious? What were the consequences of religious reform for Western Europe?
2. What was the “Age of Discovery”? What impact did “discovery” have upon the native peoples of the “New World?”

Key Words and Phrases:

Leif Erikson, Henry the Navigator, Christopher Columbus, Pedro Alvarez Cabral, Vasco da Gama, Hernan Cortes, Aztec Empire, Montezuma II, Tenochtitlán, Francisco Pizarro, Inca Empire, split inheritance, cult of the mummies, Atauhualpa, encomienda system, Martin Luther, Indulgences, sola fide, Gutenberg, John Calvin, Doctrine of Predestination, Puritans, Henry VIII, Holy Roman Empire, Council of Trent, Ignatius Loyola, Henry of Navarre, War of the Three Henries, Edict of Nantes, Thirty Years War, Peace of Westfalia

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Final Examination**Final Examination Information and Instructions:**

Date: Saturday, September 9, 2006

Time: 1:00 PM – 5:00 PM

Location: Chaminade University of Honolulu
3140 Waialae Avenue
Honolulu, Hawaii 96814

Links to directions to Chaminade and a map of the campus.

<http://www.chaminade.edu/misc/flashMap.php>

<http://www.chaminade.edu/misc/map.html>

If you are taking the course from a remote location, you need to find a proctor and make arrangements with Donna Yoshimura in the Accelerated Undergraduate Program/Off-Campus Evening Program office. The OCEP/AUP office has to approve your proctor, and they will arrange for the examination to be sent to your proctor. Ms. Yoshimura can be reached at dyoshi@chaminade.edu or (808) 735-4755.

The final examination is comprised of two parts.

Part One is short answer and is based on the key terms and phrases that appear in the Reading Assignments and Study Guide section of this Syllabus. Your responses should briefly identify the historical significance and the most important facts associated with each term or phrase. This section will account for twenty-five percent (25%) of your grade for the final examination.

Part Two of the examination is comprehensive essay. Evaluation will be based upon how well you organize your responses and the degree to which you support your statements with concrete historical data. Responses to each question should be two to three pages in length and should be organized into paragraphs and include an introduction and conclusion. Also, your essay should include some critical analysis and not be primarily a recitation of historical facts. It is recommended that you prepare an outline before you start to compose; an outline will help you to stay focused and organized. This section will account for seventy-five percent (75%) of your grade for the final examination.

A **final examination study guide**—a condensed version of the course study guide—will be posted toward the end of the term.

The examination is closed-book, closed notes. Please bring your own notebook paper and pens, and be sure to bring a picture I.D.

Please do not forget to submit an electronic AND hard copy of your paper at the time you take the final examination.

Please send me a copy of your research paper as a MS Word document AND submit a hardcopy of your research paper to me at the time of the final examination. Again, if you are taking the examination from a remote location, you must make arrangements with the OCEP/AUP office to arrange for a proctor; the OCEP/AUP office must approve the proctor and will fax your examination to the appropriate location. E-mail Donna Yoshimura at dyoshi@chaminade.edu or call her at (808) 735-4755 to make the appropriate arrangements. Please keep me posted as to when and where you will take the final. Submit your research paper to your proctor or mail a hardcopy of your paper to me in care of the OCEP/AUP office:

Ms. Kris Matsumoto, Instructor
C/O Mr. Skip Lee
Director, Off-Campus Evening Program
Chaminade University
3140 Waialae Avenue
Honolulu, HI 96816

Finally, toward the end of the quarter, you will have the opportunity to sign up to take the final examination at selected military bases. You are welcome to take advantage of this opportunity—you do not need to ask for my permission--but let me know and remember to submit both an electronic and a hardcopy of your paper with your final examination.

Please do not hesitate to contact me if you have any questions or if I can assist you in anyway. I look forward to your participation in the class. Have a great quarter.