

Course Syllabus: The History of Ancient Civilizations/ History 3300: 001

Dr. Mark Saad Saka/Sul Ross State University

Fall 2018

Office Hours: Lawrence Hall 208B

M, W, 9:30-1:45/1:15-1:45//T, Th 9:30-10:45; 1:15-1:45

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Course Objectives

This course examines the history of the Ancient World from its earliest accounts (the Neo-lithic Revolution) to the fall of Rome (roughly 5th century AD) and to the 15 century AD for the Americas. We will cover the ancient civilizations and societies that have much of the modern world including Ancient Mesopotamia, Ancient Egypt, Ancient Persia, Ancient Israel and Judaism, Ancient Greece and Athenian democracy as well as philosophy; Ancient Rome; the rise of Christianity, Ancient India, Africa, China, and the Americas.

Course Requirements

Regular attendance is expected and required. Punctuality (getting to class on time and not leaving early or drifting off in the middle of a lecture) is also required and expected.

There will be four exams in this course. Each exam will cover one or more ancient civilizations.

There will be a fourth exam administered on the appointed date for the final as set by the university. This fourth and final exam is required.

Required Readings

A History of the Ancient World (fourth edition) by Chester G. Starr. Oxford University Press, 1991; ISBN # 978-0195123661.

Classroom Courtesy and Civility

Regular attendance and punctuality is expected.

If you are more than 5 minutes late, do not attend that day.

Do not leave early, if you have an emergency, please do not return.

No cellphones will be tolerated. If you text in my class, I will ask you to leave for the day. If you persist in cellphone abuse you will be dropped from this class.

The Americans with Disabilities Act:

Sul Ross State University is committed to equal access in compliance with the Americans With Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze in Counseling and Accessibility

Services, Ferguson hall, Room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, Texas 79832. Telephone 432-837-8203.

These competency variables will be assessed through multiple choice questions, essay questions short answers and assigned readings.

Student Learning Outcomes

Assessment Methods Results Use of Results Outcome Status: Active Target: Students will earn 70% or higher on the scoring rubric. Written Assignment - 1 a. Faculty will use a scoring rubric to evaluate students' written literature search in preparation for the research paper in an American History or World History or NonAmerican History course. The scoring rubric will focus on diversity of sources, dates of publication, and relevancy and quality of documentation. Target: Students will earn 70% or higher on the scoring rubric. Written Assignment - 1 b. Faculty will use a scoring rubric to evaluate students' written research papers in an American History or World History or NonAmerican History course. Planned Assessment Cycle: 2018 - 2019 SLO 1 - The history student will demonstrate historical research skills in a logically-organized, written paper that is mechanically correct and supported by relevant documentation of historical content. Start Date: 05/29/2018 07/05/2018 Generated by Nuventive Improve Page 1 of 2 Student Learning Outcomes Assessment Methods Results Use of Results Outcome Status: Active Target: Students will earn 70% or higher on the scoring rubric used in History 3311 for the essay. Written Assignment - 2 a. Faculty will use a scoring rubric to evaluate students' book reviews about turning points in history, based on a book of student's choosing that covered an historiographical topic in American or World or Non-American History. Target: Students will earn 70% or higher on the scoring rubric. Presentation/Performance - 2b. Faculty will use a scoring rubric to evaluate the students' presentations (oral or poster) of their historiographical book review completed in assessment 2 a. Planned Assessment Cycle: 2018 - 2019 SLO 2 - The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted. Start Date: 05/29/2018 Outcome Status: Active Target: Students will earn 70% or higher on the scoring rubric. Written Assignment - 3 a. Faculty will use a scoring rubric to evaluate students' book reviews over a book of the student's choosing in either an American History or World History or NonAmerican History course. Target: Students will earn a score of 70% or higher on the exam. Exam/Quiz - In Course - Faculty will administer a final exam in designated American History, World History, and Non-American History courses to measure students' knowledge of the content. Planned Assessment Cycle: 2018 - 2019 SLO 3 - The history student will demonstrate knowledge of American History, World History, and NonAmerican History. Start Date: 05/29/2018 07/05/2018 Generated by Nuventive Improve

Course Outline

Aug. 27-introduction to course/review of course syllabus

Aug. 29-The Neolithic Revolution and the Origins of Civilizations

Sept. 03-Labor Day-No class

Sept. 05-Ancient Mesopotamia

Sept. 10-Ancient Mesopotamia

Sept. 12-Ancient Egypt

Sept. 17-Ancient Egypt

Sept. 19-Judaism

Sept. 24-Ancient Israel

Sept. 26- Ancient Persia

Oct. 01-Exam # 1 (covers pages 1 through 163 in text)

Oct. 03-Ancient India

Oct. 08-Hinduism

Oct. 10-Buddhism

Oct. 15-Buddhism

Oct. 17-Ancient China

Oct. 22-Confucianism/Taoism

Oct. 24-Exam # 2 (covers pages 164-184 in text)

Oct. 29-Ancient Greece

Oct. 31-Ancient Greece

Nov. 05-Ancient Greece

Nov. 07-Ancient Rome

Nov. 12-Ancient Rome

Nov. 14-Ancient Rome

Nov. 16-last day to withdraw from class with the grade of a “W”

Nov. 19-Ancient Rome

Nov. 21-Thanks giving Holiday-no class

Nov. 26-Exam # 3 (covers pages 185-584 n text)

Nov. 28-Christianity

Dec. 03-Christianity

Dec. 05-course wrap-up

Dec. 07-final exam (covers pages 575-714 in text0

Terms and Concepts to Identify for Exam # 1

1. What was the impact and importance of the agricultural revolution on human history? How did the transition from hunting-gathering societies (Paleo-lithic) to agriculturally based societies (neo-lithic) affect population levels, gender-relations, economic stratification, the division of labor, government, warfare, religion, and what we will refer to as “civilization”?
2. Describe the characteristics of civilizations that were found in ancient Mesopotamia. What are the legacies of the civilization in ancient Mesopotamia.
3. Explain the central beliefs of Judaism that are evident in the early written tradition. How did the United Kingdom of Israel develop and who were its key leaders? Describe how the Israelites and their traditions have been influential.
4. Describe the characteristics of the civilizations of ancient Egypt. What major continuities were evident throughout Dynastic Egypt? What are the legacies of ancient Egypt?
5. What were the major features of the Achaemenid Persian Empire? Who were its major leaders? How did the Zoroastrian faith shape Persia’s identity? How did Zoroastrianism compare to Hebraic monotheism?

Terms to Identify for Exam # 1

Paleo-lithic

Neolithic Revolution

Holocene Thawing

Mesopotamia

The Tigris and Euphrates River

The Fertile Crescent

Natufian Adaptation

Jericho

Catalhuyuk

Amarna Period

Uruk

Ur

Kish

Shinar

Sumerian Civilization

Akkadian Civilization

Elamites

The Epic of Gilgamesh

Assyrian Empire

Civilization

Cuneiform

Hammurabi's Code

Sargon of Akkad

The library of Ashurbanipal

The Hittites

Monotheism

Abraham

Sarah

Isaac

Ishmael

Jacob/Israel

Moses

Nebuchadnezzar II

Hieroglyphics

Narmer

The Scorpion King

Levan

Old Kingdom

Middle Kingdom

New Kingdom

Nile River

Memphis

Thebes

Upper Egypt

Lower Egypt

Osiris

Set

Isis

Horus

Ra

Red Kingdom

White Kingdom

Kadesh

The Decalogue (The Ten Commandments)

Hanukah

Jerusalem

Ptolemaic Egypt Seleucid

Empire

The Tanakh (the Old Testament)

Xerxes I (485-465 BC)

Cyrus the Great

Darius I

Zarathustra

Zoroastrianism

Magis

Persepolis

Farsi

Indo-European language family

Artaxerxes

Terms and Concepts to Identify for Exam # 2

Concepts to Identify

1. What are the basic characteristics of Ancient Indian civilization? How did agriculture and village life develop along the Ganges and Indus rivers? How did South India develop differently than northern India?
2. What are the basic tenants of Hinduism? What are the four Vedas? Describe the categories of the Caste System? Name the three Hindu deities of the Trimurti?
3. Summarize the pivotal experiences that led young Siddhartha to abandon his courtly life. How did the young Siddhartha transform into the Shakyamani Buddha? What are the four noble truths?
4. What are some of the major core differences between the various schools of Buddhism, the Mahayanan, Therevadan, Vajrayanan and Zen?
5. What are the seven major characteristics of Ancient China? How did agriculture and villages develop on the Yangtze and Yellow Rivers? How and why did Confucianism shape Chinese civilization and the Chinese world-view?

Terms to Identify

Hinduism

Indus River

Indo-Aryans

Sanskrit

Harrapa

Mohenjo Daro

Dharma

The Vedas

The Baghavad Gita

The Upansihads

The Puranas

Devas

Dyau Pitar

Prithiva Matar

Indra

Agni

Raja Yoga

Shiva

Cali

Brahman

Maya

Atman

The Axis Age 600 BC to 600 A.D.

Siddhartha Gautama

The Shakyamuni Buddha

Mayahana Buddhism

Therevada Buddhism

Vajirayan Buddhism

Hinayana Buddhism

Nirvana

Sangha

The Four Noble Truths

The Eightfold Path

The Dhamapada

Bodhisattva

The Maitreya

Mantras

Zen

Tantra

Mandala

Confucius

Lao Tzu

Tao/Taoism

Altaic Language Family

Sino-Tibetan Language Family

The Pre-Imperial Age to 1122 B.C.

The Shang 1766 BC

The Hsai 2200 BC.

The Chou 1122 BC

The Zhou Dynasty

The Ch'in Dynasty

The Han Dynasty 202 BC-206 AD

Terms and Concepts to Identify for Exam # 3

1. In what ways did Greek geography and topography impact the history of the ancient Greek world? What are the different periods of Greek history, and what are the chief defining characteristics of each period?
2. What was the significance of the Persian Wars for the subsequent history of the Greek world?
3. What were the most important contributions of Classical Athens in the areas of art, government and law, philosophy, and literature?
4. How and why did the Macedonians conquer the Greek world and much of the world? Why did the empire conquered by Philip and Alexander disintegrate after Alexander's death?
5. What were some of the strengths and weaknesses of the Hellenistic kingdoms as political entities? Why did they prove to be inherently unstable? How did Hellenistic domination of Israel result in the Maccabean war for independence? What are some of the achievements and legacies of the Hellenistic period?
6. In what ways did the geography and topography of the Roman Empire impact the history of the ancient Roman world?

7. What are the different periods of Roman history, and what are the chief defining characteristics of each period? What were the stages of Roman expansion?
8. When and why did the Roman Republic fall? What were some key differences between the Roman Republic and the Age of Augustus?
9. What were the problems that the Roman Empire faced during the third-century crisis, and how did Diocletian attempt to resolve them? What changes did the Roman Empire experience in the fourth century CE, and what were the causes of these changes?
10. What was the political and religious landscape of Roman occupied Israel? What were the major Jewish movements in the first century CE? Who were the Sadducees, the Pharisees, the Zealots, and the Essenes? Why did the Jewish Revolt against the Roman Empire result in the destruction of Jerusalem and the Second Temple in 70 CE, and in 132 CE, under the Bar Kokhba revolt, the destruction of Israel under Emperor Vespasian?

Terms to Identify for Exam # 3

Helots

Herodotus

Homer

Homer's Iliad

Hoplite Phalanx

Minoans

Mycenaeans

Peloponnesian War

Pericles

Philip II of Macedonia

Phoenicians

Plato

Polis/poleis

Skepticism

Socrates

Solon

Sophocles

Sparta

Spartan Constitution

Stoic philosophy

Skepticism

Socrates

Solon

Sophocles

Sparta

Spartan Constitution

Stoic philosophy

Alexander the Great

Hellenism

Alexandria

Aristotle

Athenian democracy

Athens

Battle of Chaeronea

Battle of Leuctra

Battle of Marathon

Battle of Thermopylae

Bronze Age

Classical Period

Crete

Cynic philosophers

Cyrus the Great

Darius

Dark Ages

Decelean War

Delian League/Athenian Empire

Oracle of Delphi

Epicureanism

Epidaurus

Euripides

First Peloponnesian War

Great Library of Alexandria

Caligula Carthage Cato the Elder, *Origins*

Cincinnatus

Claudius

Crassus

Diocletian

Etruscans

Eusebius

Flavian Dynasty

Gaius Gracchus

Josephus, *The Jewish War*

Julius Cesar

Cleopatra

Lucretia

Marcus Antonius

Nero

Pax Romana

Plebian Council

Plutarch

Pompeii

Punic Wars

Pyrrhus

Roman Empire

Roman Republic

Romulus and Remus

Senate

Tacitus

Third Century Crisis

Tiber

Tiberius the Emperor

Tiberius Gracchus

Venus

Vergil. *Aeneid*

Vespasian

The Sadducees

The Pharisees

The Essenes

The Zealots

The Jewish Revolt

Josephus

Bar Khokba Revolt

Palestine

The Jewish Diaspora

The Mishnah

The Synagogue

The Babylonian Talmud

The Jerusalem Talmud

Terms and Concepts to Identify for Exam # 4

Concepts to Identify for Exam # 4

1. What are some of the primary sources about the early Christians? How did Christianity develop as a separate faith from Judaism in the years 33 CE through 100 CE and what were some of the key theological and religious concepts that defined Christianity as a separate faith? Who were the important figures in the Apostolic Age? How did Christianity grow from a persecuted sect

within the Roman Empire to the dominant and imperial faith of the Empire? Where were some of the earliest churches founded and by which Apostles?

2. What were the early debates within Christianity? Who were the Gnostics and why did the early Church founders and Councils reject their interpretation of Christianity? How did the early Church founders come to define Christian orthodoxy against the development of “heresies” and how did this lead to the formation of the Nicene and Chalcedon Creeds and the canonization of the New Testament? What were some of the key features and structures of the early Church?

Terms to Identify for Exam # 4

Jesus Christ 0-33 A.D.

The New Testament

The Apostolic Age 33-100 CE

St. Paul

The Mystery Religions

Asceticism

Marcionism

Montanus

Gnosticism

Bishop Irenaeus

The Roman Creed

The Apostle’s Creed

Perpetua and Felicity

Emperor Constantine

Constantinople

Bishop Arius

Bishop Athanasius

Arianism

Donatist

Council of Nicaea

The Nicene Creed

Tertullian

Clement

Origen

St. Augustine

The City of God

The Confessions

Nestorianism

Oriental Orthodoxy

Coptics of Egypt (Alexandria Egypt by St. Mark)

Antiochan Orthodox (Antioch, Syria by St. Peter and St. Paul)

Ethiopian Coptics

Armenian Orthodox

Thomist Churches (St. Thomas--Iraq, Persia and India)

The Five Sees

Eastern Orthodoxy

Roman Catholicism