

GMC

UC 12187 12F



CBM003 ADD/CHANGE FORM

APPROVED DEC - 5 2012

Undergraduate Council
 New Course Course Change
 Core Category: Lang/Phil/Culture Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: History College: CLASS
2. Faculty Contact Person: Sally N Vaughn Telephone: 713-743-3083 Email: svaughn@uh.edu
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title: HIST / 3379 / World Civilizations to 1500
 - Instructional Area / Course Number / Short Course Title (30 characters max.): HIST / 3379 / World Civ To 1500
 - SCH: 3.00 Level: JR CIP Code: 54.0101.00 01 Lect Hrs: 3 Lab Hrs: 0
4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title: _____ / _____ / _____
 - Course ID: _____ Effective Date (currently active row): _____
6. Authorized Degree Program(s): BA
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)
7. Grade Option: Letter (A, B, C...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)
8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
HIST / 3379 / World Civilizations to 1500
 - Course ID: 25869 Effective Date (currently active row): 08/11/2003
9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: junior standing or consent of instructor and ENGL 1304. Description (30 words max.): A comparative survey of six major geographical and cultural areas (West Asia, South Asia, East Asia, Africa, Europe, and Meso-America) from 4000 B.C. to c.e. 1500.
10. Dean's Signature: _____ Date: 12/15/12
 Print/Type Name: Sally N Vaughn

RECEIVED OCT 19 2012 M.M.

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: History

Person Making Request: Sally N Vaughn

Telephone: 713-807-7745

Email: snvaughn@sbcglobal.net

Dean's Signature: _____

Date: Click [here to enter text.](#) 10/5/12

Course Number and Title: History 3379: World Civilizations to 1500

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

**Students will be able to demonstrate a familiarity with major World Civilizations **Students will be able to analyze Primary Sources and use them as evidence to support their understanding of historical events, as well as cultural ideas, values and beliefs **Students will be able to identify, evaluate and appropriately cite online and printed resources **Students will be able to communicate effectively their understanding of patterns, processes, and themes in the history of world civilizations **Students will be able to understand the major world cultures as well as their own heritage.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will write a 20 page research paper researching and analyzing one of the cultures we are studying, other than their own, and, in a brief conclusion, comparing its essentials to some of the other cultures studied. They are required to choose a topic from the many cultures studied, to find and use appropriate printed and online sources, to evaluate the scholarly value of these sources to recognize and distinguish scholarly sources from popular sources, to footnote them properly, to analyze both primary and secondary sources and evaluate their contents, forming their evaluation into a disciplined discussion of their analysis and conclusions into at least ten pages of text, out of the 20 page requirement. The remainder of the paper can consist of appropriate charts, maps and illustrations relevant to the discussion in their analysis and its conclusions.

Project Description: The TERM PROJECT is planned to cover many resources. Choose one of the cultures we are studying this semester other than your own (Note that each culture is considered in its early phase—up to 1500 AD. If you are US-born, you may choose any of the cultures we are studying, as US culture did not begin until after this class ends). Your term project will be an in depth study of this culture, including additional readings from the library (both primary and secondary sources), museum exhibits, musical performances, visits to religious institutions, websites, and anything else you can find that will enable you to reconstruct the total picture of the early culture. Your project should total some 20 pages, including a written essay of at least 10 pages,, illustrations, museum or performance programs, maps, sources from the Web, etc. Finally, your conclusion should consist of a section comparing the culture you have studied in depth with the other cultures studied in the course. You have a lot of leeway here—I want to see the results of your research, experience, and thinking. SEE GUIDELINES ON WEBCT FOR MORE.

Communication Skills:

In the same 20 page paper as above, students will demonstrate their ability to communicate effectively in writing.

Empirical & Quantitative Skills:

[Click here to enter text.](#)

Teamwork:

[Click here to enter text.](#)

Social Responsibility:

In the same 20 page paper as above, students will explore issues of social responsibility by following and evaluating themes of the course such as how and why religions form, how and why governments form, how and why classes form, etc.

Personal Responsibility:

In the same 20 page paper as above, students will explore issues of personal responsibility following themes of the course such as evaluating whether each culture tends to be more individualistic in outlook, or more socially group oriented and how the individual fits into each culture.

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

[Click here to enter text.](#)

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

Professor Sally N Vaughn
2010

December

HISTORY 3379 WORLD CIVILIZATIONS TO 1500

Syllabus

PLEASE READ THE SYLLABUS CAREFULLY AND FOLLOW ALL DIRECTIONS THEREIN

REQUIRED BOOKS:

Robert Strayer, *Ways of the World: A Brief Global History*, vol. I to 1500 paperback

S. N. Vaughn, *Meridians: Sources in World History to 1500* ISBN 0536999104

WebCT Website Address: <http://www.uh.edu/webct> CHECK WEEKLY FOR ADDITIONS, NOTES, ETC.

Your **User ID** is the first initial of your first name and your last name, all small letters, no spaces between. Your **Password** is your date of birth in the following format: ddmmyyyy. The first time you access the site, you will have to Create My Webct--then, you will create your own password to substitute for the one I have given you. Be sure to write it down somewhere. Then, you may log on to the site by choosing "UH Courses", then CLASS, then "World Civilizations to 1500"

UH HELPLINE: 713-743-1411. Call them before you call me--they can help you better than I.

To view lectures:

Follow UH Distance Education on Facebook and Twitter.

Direct link for Hist 3379 http://www.youtube.com/view_play_list?p=32431938AF5F757F

OFFICE HOURS: SNVAUGHN AH638 3-5pm W snvaughn@sbcglobal.net 713-743-3122

World Civilizations to 1500 will examine most of the early civilizations throughout the world. We will try to examine the basis on which civilizations are built, the resources required for them to develop, and the conditions under which they thrive, growing in different directions. We will also examine why civilizations fail to thrive, or end. The course also will be very comparative, looking at the different directions in which early civilizations grew: for example, toward individualism or toward communal organizations; religious or worldly pursuits; trade or self-sufficiency; invention and change or tradition and stasis. We will try to view each civilization on its own terms, determining its inner cohesiveness; and we will look at the interactions between the various civilizations and the changes wrought by cultural contacts. Four texts will guide our paths: a modern historical account of the various civilizations (the Text, by Stearns et alia); two readings books of original sources—primary sources written by the people of the past whom we are studying (Schwartz et alia, and Andrea et alia); and a map workbook that comes with the Text. You will also receive a CD-rom intended to help you study. We will try to discuss each reading as part of the class, and will have outside discussions on the Discussion Page on our Webct page, and in the Chat Room on our Webct page. Maps will consist of a large part of the presentations, to orient you geographically and to prepare you for the examinations. I will attempt to use profuse illustrations where possible to help you visualize the material culture and distinct identity of each culture, based on their availability as works in the Public Domain .

There will be a **midterm examination**, a **final examination**, a **term project prospectus**, and a **term project**. Each will count as 1/4 of your grade. Both the midterm and the final will include

map identification questions, primary source identification questions, and essay questions. The map identification questions will cover the globe, and will consist of identifying locations and explaining their significance to world civilizations; these will be Short Essays.. You will have short primary sources to identify: the possible author, the approximate date, and the culture each represents. The essay questions will be comparative—i.e., religions, governments, material culture, art, architecture. I will give you study questions to prepare you.

LEARNING OBJECTIVES:

- **Students will be able to demonstrate a familiarity with major World Civilizations
- **Students will be able to analyze Primary Sources and use them as evidence to support their understanding of historical events, as well as cultural ideas, values and beliefs
- **Students will be able to identify, evaluate and appropriately cite online and printed resources
- **Students will be able to communicate effectively their understanding of patterns, processes, and themes in the history of world civilizations
- **Students will be able to understand the major world cultures as well as their own heritage.

TERM PROSPECTUS DUE AT MIDTERM EXAM

TERM PROJECT DUE THE CLASS DAY OF WEEK 14. NO EMAILS ACCEPTED.

The TERM PROJECT is planned to cover many resources. Choose one of the cultures we are studying this semester other than your own (Note that each culture is considered in its early phase—up to 1500 AD. If you are US-born, you may choose any of the cultures we are studying, as US culture did not begin until after this class ends). Your term project will be an in depth study of this culture, including additional readings from the library (both primary and secondary sources), museum exhibits, musical performances, visits to religious institutions, websites, and anything else you can find that will enable you to reconstruct the total picture of the early culture. Your project should total some 20 pages, including a written essay of at least 10 pages,, illustrations, museum or performance programs, maps, sources from the Web, etc. Finally, your conclusion should consist of a section comparing the culture you have studied in depth with the other cultures studied in the course. You have a lot of leeway here—I want to see the results of your research, experience, and thinking. SEE GUIDELINES ON WEBCT FOR MORE.

POSSIBLE TOPICS FOR THE TERM PROJECT

Mesopotamian Cultures	Western Indo-European Cultures (Greece, Rome, Medieval Europe)
Egyptian Cultures	Eastern Indo-European Cultures (Hittites, Persia, India)
Sub Saharan African Cultures	Meso-American Cultures (Mayas, Aztecs, Olmecs, etc)
Chinese Culture	Japanese and/or Korean Cultures
Indo-Chinese Cultures	Melanesian and Polynesian Cultures
South American Cultures	Semitic Cultures (Hebrews, Arabs, Assyrians)

EMAIL DR. VAUGHN OR TA WITH QUESTIONS ON THE TERM PROJECT, HELP CHOOSING A TOPIC

COMMUNITY RESOURCES—RESEARCH AND EXTRA CREDIT: You are strongly encouraged to visit the appropriate sites for your term project, and other resources for your general interest. You can receive extra credit for sites other than your project by

writing a 1-2 page report on the site visited in person. You must submit proof of your visit—pamphlets, tickets, etc., with your paper. Your report should link the experience with your readings and lectures.

The Museum of Fine Arts Houston

(free for Student assignments & on Thursdays)

1001 Bissonet at Main; 713-639-7300
525-9400

Permanent African Gold exhibit
Greek, Roman, European Art
The Americas and Pacific Cultures
Pacific Rim Art

Museum of Natural History
Organizations

North American Indians

Celebration

South American Cultures
Egyptian Exhibit
Various special exhibits

Houston 77003

Christian Churches

St. Mark's Coptic Church Bellaire
Mulberry Lane, off Bellaire Blvd.

many all over town

Annunciation Greek Orthodox Cathedral
Sharpstown

3511 Yoakum Blvd., Montrose 77006
713-526-5377

1st Sunday of Month--Greek Service, 11 am

daily

Holy Rosary Catholic Church
77036

3600 Travis, Houston 77002-9591
713-529-4854

Latin Mass 9:30 am Sundays
With Gregorian Chant

Annunciation Catholic Church
1618 Texas Ave, Houston 77055

0358x100

Latin Mass, 8 am Sundays

www.meenakshi.org

(no chant)

(no chant)

Hillcroft

Our Lady of Walsingham Church
Chronicle)

The Menil Collection (free)

1515 Sul Ross, Houston 77006, 713-

African Art

Greek, Roman, European Art

Pacific Rim Art

Churches, Temples, Religious Buildings and

Attend a Chinese New Year's

Chinese temples

Teen How Taoist Temple
1507 Delano (at Leeland),

713-236-1015

(Be sure to lock your car)

Chinese, Vietnamese Shops, Restaurants--

Downtown Area, Bellaire Blvd past

Midtown Area for Vietnamese Shops

Buddhist temples

True Buddha Temple--1pm-6pm

7734 Mary Bates Blvd. Houston

713-988-8822

Jade Buddha Temple,

6969 West Branch Dr, Houston 77072

281-498-1616

<http://www.jadebuddha.org>

Sri Meenakshi Temple (Hindu), 281-489-

17130 McLean Rd, Pearland, 77584

Call Temple Office for guided tours

Indian and Pakistani Shops and Restaurants along

Japanese Festival in April (Check Houston

7809 Shadyvilla Lane, Houston 77055 Alabama-Coushatta Indian Reservation,
 Livingston, TX
 713-683-9407 Forbidden Gardens--Spectacular scale models--
 Latin Rite—Friday 12:15 pm (no chant) thousands of miniatures of Chinese
 arts, palaces, Byzantine Fresco Chapel Museum weapons,
 statues, buildings, temples--Qin period
 4011 Yupon, Houston 77006 23500 Franz Road, Katy, TX 281-347-8000
 713-521-3990 www.menil.org/byzantine I-10 West to Grand Parkway Exit,
 right
 Japanese Garden and Teahouse--Hermann Park www.forbidden-gardens.com

OFFICE HOURS:

S. Vaughn 4-5 Wand TH AH 638 713-743-3122; snvaughn@sbcglobal.net
 (email is the best way to reach us)

TA: to be announced on website Check Blackboard Website regularly

Abbreviations:

The Ways of the World = "Text"

Vaughn, *Meridians* = "Rdgs" References are to **Readings Numbers**, not page numbers.

LECTURE SCHEDULE

READINGS

WEEK 1 Chs. 1 & 2 Jan. 17-19	What is History? What is Truth? Before there was History	Text: part 1 Intro, Rdgs pp1-11
WEEK 2 Jan. 24-26	Mesopotamia: The Search for Order Egypt: Balance and Harmony	<i>Text Ch. 3, Rdgs nos 1,2,3</i> Rdgs nos. 4, 5, 6
WEEK 3 Jan 31-Feb. 2	The Indo-Europeans: Barbarian Invasions The God who Did Wrong—The Hebrews	<i>Text Part 2 Ch. 4,</i> Rdgs. No. 7, Rdgs nos. 8, 9, 10
WEEK 4 Feb. 7-9	India: The Search for Divine Reality India: The Search for Divine Reality	Text Chs. 5 & 6 Rdgs nos. 11, 12, 13, 14, 15
WEEK 5 Feb. 14-16	Meso-America Peru	Text: Ch. 7 Rdgs. Nos. 17, 18, 19, 20, 21,
<u>22</u> WEEK 6 Feb. 21-23	China: Three Ways of Thought Imperial Han China	Text Part 3, chs 8 & 9 Rdgs nos. 16, 35, 36,
<u>37, 38, 39, 40</u> WEEK 7 Feb. 28-Mar 1	Indo-China and the Pacific chs. 8 & 9, Rdgs. No 44	Text

Song and Tang China *Rdgs. Nos. 41, 42, 43, 45, 46, 47*

WEEK 8 The Glory that was Greece Text chs. 4, 5, 6;

Mar 6-8 MIDTERM EXAM

SPRING BREAK Mar. 12-17

WEEK 9 Alexander the Great and Hellenistic Greece Rdgs nos. 23, 24, 25, 26, 27, 28

Mar 20-22 The Roman Republic, The Roman Empire Text, chs 4 & 5, Rdgs nos. 29, 30, 31.

WEEK 10 Jesus and his Followers Rdgs nos. 32, 33, 34

Mar 27-29 Byzantium Text. Ch. 8; Rdgs. Nos 32, 33, 34

WEEK 11 The Early Germans and Charlemagne Text. Ch. 10; Rdgs. Nos. 48, 49, 50, 51

April 3-5 Islam: The Way of the Prophet Text ch. 11; Rdgs nos. 52, 53, 54, 55

WEEK 12 The Flowering of Africa Text Ch. 11; Rdgs 56, 57, 58, 59

April 10-12 Vikings East and West: The Year 1000 Rdgs no. 60

WEEK 13 The Mongols East and West Text Ch. 12; Rdgs 61, 62, 63, 64

April 17-19 Japan Rdgs. 65, 66, 67, 68, 69, 70, 71.

WEEK 14 High Middle Ages, Medieval Renaissance Text Ch. 10, Rdgs nos. 73, 74, 75, 76, 77

April 24-26 The Age of Discovery Text Ch. 13, Rdgs nos. 78, 79, 80

WEEK 15

May 1 The Columbian Exchange Rdgs nos 81, 82, 83, 84, 85, 86

May 1

TERM PAPERS DUE

FINAL EXAMINATION on Campus—see Website for date, time and place

STUDENT INFORMATION SHEET

Required of all students

VERY IMPORTANT: Mail or email ASAP to:

Professor Sally N. Vaughn

Department of History

University of Houston

Houston TX 77204-3003

snvaughn@sbcglobal.net

NAME: _____

ADDRESS: _____

EMAIL ADDRESS: _____

CURRENT TELEPHONE NUMBER: _____

ADDITIONAL TELEPHONE NUMBER: _____

IN WHICH CLASS ARE YOU ENROLLED? circle one (HCCS, TAPE/PURCHASE)

Why are you taking this class?

What do you hope to learn from it?

What particular cultures are you interested in?

What particular subjects interest you--i. E., Art, Music, Technology, Politics, Literature, etc.

Did you attend the Distance Education Orientation?