

UC 12181 12F

CBM003 ADD/CHANGE FORM

APPROVED DEC 05 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

- Department: History College: CLASS
- Faculty Contact Person: Ramos Telephone: 33116 Email: raramos@uh.edu
- Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title: HIST / 2361 / The Study of Early Civilizations RECEIVED OCT 19 2012 M.M.
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
HIST / 2361 / STUDY OF EARLY CIVILIZATIONS
 - SCH: 3.00 Level: SO CIP Code: 54.0101.00 01 Lect Hrs: 3 Lab Hrs: 0
- Justification for adding/changing course: To meet core curriculum requirements
- 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): _____
- Authorized Degree Program(s): _____
 - 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)
- Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)
- 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 / 2361 / STUDY OF EARLY CIVILIZATIONS
 - Course ID: 25629 Effective Date (currently active row): 8112003
- Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: ENGL 1304 Description (30 words max.): Fundamentals of historical inquiry through an intensive study of a major world civilization or theme in world history prior to the Renaissance.
- Dean's Signature: _____ Date: 10/15/12
 Print/Type Name: Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: History

Person Making Request: Frank Holt

Telephone: 713-7433127

Email: fholt@uh.edu

Dean's Signature: _____

Date: 9/9/12

Course Number and Title: HIST 2361: The Study of Early Civilizations

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: Identify the foundational civilizations of ancient Eurasia and compare/contrast their forms; Students will evaluate the contributions of these civilizations to modern societies and cultures; Integrate philological, archaeological, and literary evidence in the reconstruction of the past; Students will explain how lost languages have been deciphered and what these contribute to our understanding of the past; Students will enumerate the different chronological systems used to order the past; Interpret the role of geography and climate in the shaping of ancient civilizations; Students will classify the forms of governance used in different civilizations, from divine monarchy to democracy; Students will discover by experiment and then relate in a paper the limitations of historical evidence for validating certain hypotheses; Students will draw conclusions about personal and social responsibility from ancient texts such as the works of Sophocles and Cicero.

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):

X Critical Thinking

Teamwork

X Communication Skills

X Social Responsibility

Empirical & Quantitative Skills

X 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 conduct an 'ancient source' experiment that tasks them to analyze a present-day archaeological/historical assemblage (a random coin hoard) as if it were discovered in situ two millennia from now. In a 1000 word paper, students will argue on the basis of their inquiry a thesis about how a future archaeologist/historian might misinterpret this evidence and thereby misunderstand the society that produced it. This exercise requires creative thinking and critical analysis that helps students to appreciate the challenges of investigating and contextualizing historical source materials.

Communication Skills:

In the same paper as above, students will demonstrate their ability to develop an effective argument and to express it well based on content, appropriate style, and grammar.

Empirical & Quantitative Skills:

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Teamwork:

[Click here to enter text.](#)

Social Responsibility:

Students will write exam essays based on their reading of works by Homer, Sophocles, and Cicero in which challenges of civic responsibility are deeply explored. For example, students must compare/contrast what it meant to be a good citizen/community member in the contexts of different ancient societies represented by such persons as Achilles, Antigone, and Antony.

Personal Responsibility:

Students will write exam essays based on the readings cited above in which the connections between choices, actions, and consequences of ethical decision-making are deeply explored. For example, students must critique/defend the choice of Antigone when faced with a conflict between family/religion and law/government.

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: _____

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HIST 2361: The Study of Early Civilizations

Fall 2012 T&Th 11:30-1:00 SW 101



Professor : Dr. Frank Holt

Office: 536 AH

Hours: T/ Th 10:30-11:30

Phone: (713) 743-3127

E-Mail: fholt@uh.edu

TA: Alana Aleman

Office: 454 AH

Hours: T 1:00-2:00 and Th 3:00-5:00

Phone:

E-Mail: Contact via Blackboard Learn

COURSE DESCRIPTION

This class will examine the foundational ancient civilizations that flourished in Mesopotamia, Egypt, Greece, Rome, and Central Asia from ca. 3000 BC to ca. 500 AD. In addition to learning *what* happened, students will discover the *how* and *why* of history by exploring some of our discipline's sources and methodologies. We will look inside mummies, dig up lost cities, and decipher forgotten languages. This important introductory course meets the UH Core Curriculum requirement for Humanities (3 Credit Hours). Please note that English 1304 is a prerequisite, and that this course utilizes Blackboard Learn. Students unfamiliar with Blackboard Learn should meet with the TA immediately for further assistance.

REQUIRED READING

Daily assignments have been listed below in the Course Outline and should *always* be completed before coming to class. In addition to reading materials that may be distributed to students during class or made available in the library or through Blackboard Learn, three paperback books are required for this course:

L. de Blois and R. van der Spek, *An Introduction to the Ancient World*, 2nd ed. Routledge, 2008.

Sophocles, *Antigone*. Transl. R. Braun. Oxford University Press, 1973.

Cicero, *Selected Works*. Transl. M. Grant. Penguin, 1971.

ATTENDANCE POLICY

Valuable class time will not be devoted to a needless repetition of the textbook, but rather to the clarification of key points and to the introduction of a great deal of additional information (which *will* appear on the exams). Attendance is therefore extremely important. Students are expected to come to class on time, to pay attention, and to remain until dismissed. Turn off all pagers, phones, and other electronics before entering the room. Students are responsible for taking their own notes; audio and/or video recordings are not allowed unless approved in writing by the Professor for documented medical reasons. Students are encouraged to ask relevant questions during class, but please respect the time and patience of others. Anyone ignoring these guidelines will be admonished the first time and dropped the second.

EXAMS

Two midterms and a final exam have been scheduled for this semester, each worth 30% of the overall course grade. On exam days, students must arrive promptly and bring a supply of reliable pens (blue or black ink only). No notes, books, or other materials (such as dictionaries or electronic devices) may be used during these exams. Seating may be assigned and IDs randomly verified. Each exam will have two mandatory parts: a short-answer section and an essay section. Questions may cover anything from the readings, lectures, or class discussions; this includes all maps, handouts, films, charts, and images.

Students with *documented* excuses approved by the TA within one week of the missed exam will have one *and only one* opportunity to make up a single midterm exam. This must be taken in class during the last regular meeting of the semester—Thursday, December 6. At the Professor's discretion, this may be an all-essay exam.

UH CORE WRITING ASSIGNMENT

The University of Houston requires that students in every Humanities Core Course write one paper outside of class that must be graded on the basis of grammar, style, and content. Students in HIST 2361 will write an essay of about 1000 words due on or before Thursday, November 8. Late papers will be penalized 20 points; no papers will be accepted after class ends on Tuesday, November 13. This assignment constitutes 10% of the semester grade. **Note carefully: This assignment must be completed in order to receive credit for the course.**

All students must write on the same topic: "The Discovery and Analysis of a 2,000 Year Old Hoard." This assignment challenges you to confront the problems faced by archaeologists and historians. The first step is to find an actual coin hoard by looking around your house, apartment, dorm room, car, etc. This hoard can be the contents of a 'change jar', a purse, or just coins in your sock drawer. Try to find a diverse hoard of at least ten coins. Once you have discovered a suitable hoard, study it and its surroundings (including any non-coin materials found with the hoard, such as keys or candy wrappers). Then, think carefully about what an archaeologist of the distant future would assume about this hoard if he/she excavated it from the rubble of 'ancient' America. *In your paper, describe and explain how this archaeologist of the*

future would likely misunderstand the evidence. What would he/she get wrong about the person who made the hoard, and the society that produced and used the material in and around the hoard?

Any form of plagiarism will be *severely* punished. Students are strongly advised to begin working on this assignment immediately, and to consult the UH Writing Center if needed. This is not a group project; do your own work. If you encounter any difficulties, consult your TA, but do not do so at the last minute! You have 72 days to get this done, so seek any assistance you might need well before November. Revise the paper as many times as it takes to produce an interesting, insightful work completely free of grammatical errors. Notes and bibliography are not required *unless you find that research is necessary for the project*. All papers must be neatly typed and printed. Please staple the pages securely; do not use report covers.

GRADING POLICIES

There will be no grading 'on the curve' for this course. Incompletes can be granted only in cases of a documented emergency and only if the student has already completed nearly all coursework for the semester. Students are responsible for meeting all University guidelines should they choose to drop the course.

Grades will be assigned by the TA in consultation with the Professor. **Please note:** Any student who thinks that his/her work has been graded incorrectly can appeal a grade if the following procedures are followed carefully. First, a student may appeal no more than two graded assignments. Second, the student must write out in one page or less his/her reasons for appealing a particular grade. The explanation should be specific and avoid emotional appeals. This written explanation and the graded work must be submitted to the TA no later than the third class day after the work was returned. The TA will discuss the appeal with the Professor and notify the student of the outcome.

Final letter grades will be based on the following conversions:

93-100=A 90-92=A- 87-89=B+ 83-86=B 80-82=B- 77-79=C+ 73-76=C
70-72=C- 67-69=D+ 63-66=D 60-62=D- 00-59=F

Please remember that grades reflect actual performance on a given task, not necessarily overall ability or intelligence. Students who perform poorly on any task should take immediate steps to improve study habits and/or skills. When problems arise, meet with your Professor and/or TA as soon as possible, and make full use of the academic support services provided by the University.

EXTRA CREDIT OPTION

Each student has ONE opportunity to earn extra credit this semester. A student may add 3 full points to his/her *final course average* simply by visiting the antiquities galleries on the first and second floors of the Audrey Jones Beck Building, Museum of Fine Arts, Houston. Students must show proof of their visit. This option changes a final grade of, say, 82 (B-) to 85 (B), and rewards the student with a valuable learning experience. This option must be completed and verified no later than December 4, 2011.

LEARNING OUTCOMES

Students will be able to: Identify the foundational civilizations of ancient Eurasia and compare/contrast their forms;

Students will evaluate the contributions of these civilizations to modern societies and cultures; Integrate philological, archaeological, and literary evidence in the reconstruction of the past;

Students will explain how lost languages have been deciphered and what these contribute to our understanding of the past;

Students will enumerate the different chronological systems used to order the past; Interpret the role of geography and climate in the shaping of ancient civilizations;

Students will classify the forms of governance used in different civilizations, from divine monarchy to democracy;

Students will discover by experiment and then relate in a paper the limitations of historical evidence for validating certain hypotheses;

Students will draw conclusions about personal and social responsibility from ancient texts such as the works of Sophocles and Cicero

GENERAL REGULATIONS

All University of Houston regulations will be enforced fairly and firmly. This includes strict sanctions against any form of academic dishonesty, especially cheating on the paper or exams. Students are responsible for knowing and obeying these rules, which are available in the UH Student Handbook and on the UH web-site. If you cheat in any way, do not expect a mere zero on that assignment; offenders will be punished to the fullest extent for any infraction.

Anyone having work or other scheduling conflicts that make it impossible to attend all classes, to complete exams as scheduled, or to finish assignments on time should take this course at a more appropriate opportunity. Students with special needs, as defined by the Americans with Disabilities Act of 1990, can naturally expect reasonable accommodation in this course; please meet with your TA as soon as possible regarding any such needs.

SOME ADVICE FOR SUCCESS IN THIS COURSE

- Read back over this syllabus carefully.
- Form a study group.
- Come to class and pay attention.
- Check Blackboard Learn regularly for updates and announcements.
- Complete all assignments on time; do not procrastinate.
- Take good, clear notes on readings and lectures; do not lose them.
- Summarize and synthesize information; avoid recording a verbatim transcript.
- Review your notes regularly; do not try to cram before exams.
- Visualize the course content; make and review timelines.
- Think about what you are learning and discuss it with others.
- Talk to the TA and Professor as soon as problems arise.
- Remember that you must do the paper to get credit for this course.

- Relate what you learn in this class to your other classes; connect the dots.
- Do the extra credit whether you think you will need it or not.
- Learn for life and not just for a livelihood.
- Take pride and pleasure in your education at UH.

HIST 2361: The Study of Early Civilizations

Holt – Fall 2012



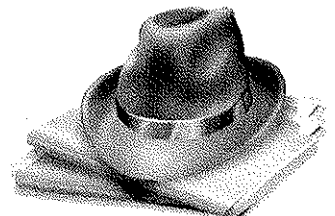
COURSE OUTLINE AND ASSIGNMENTS

PART 1: FUNDAMENTALS AND FIRST CIVILIZATIONS

- T (8-28): What's Left to Learn?
- Th (8-30): Why Study Anything (Ancient)? [Text, pp. 1-5]
- T (9-04): When Was History? [Text, pp. 9-19; Holt 1]
- Th (9-06): Can You Read This? [Text, pp. 20-32]
- T (9-11): What Was Life Really Like? [Text, pp. 46-62]
- Th (9-13): Why Go Inside a Mummy? [Holt 2-3]
- T (9-18): Did the Mid-East Matter Before Oil? [Text, pp. 33-45]
- Th (9-20): Is the Trojan War a Myth? [Text, pp. 65-66; Homer, *Iliad* book XXII-any transl.]
- T (9-25): **FIRST EXAM**

PART 2: THE GREEKS

- Th (9-27): Why Were the Olympics Invented? [Text,



pp. 67-82; Holt 4]

T (10-02): What Made Athens and Sparta Special? [Text, pp. 82-88; Holt 5]

Th (10-04): Is War Inevitable? [Text, pp. 89-102]

T (10-09): What Roles Could Women Play? [Text, pp. 102-110; *Antigone*]

Th (10-11): How Did Greeks Explain the World? [Text, pp. 110-118]

T (10-16): Can Legend Be Separated from Fact? [Text, pp. 119-122; Holt 6]

Th (10-18): Was Alexander the Great Great? [Holt 7-8]

T (10-23): What Happens When a 'God' Dies? [Text, pp. 122-130; Holt 9]

Th (10-25): How Can We Find Lost Civilizations? [Text, pp. 130-138; Holt 10-11]

T (10-30): **SECOND EXAM**

PART 3: THE ROMANS

Th (11-01): Is New Always Improved? [Text, pp. 141-154]

T (11-06): Where Did We Steal Our Government? [Text, pp. 154-167]

Th (11-08): Can You Win Wars by Losing Battles? [Text, pp.168-184; **Papers Due**]

T (11-13): Who Killed Cleopatra? [Text, pp. 185-207; Cicero, *Second Philippic*, pp.101-153]

Th (11-15): Why Did the Roman Empire Succeed? [Text, pp. 208-224]

T (11-20): What's to Hail about Caesars? [Text, pp. 224-244]

T (11-27): How Did People Live...and Die? [Text, pp. 244-264; Holt 12]

Th (11-29): Why Did the Roman Empire Decline? [Text, pp. 265-281; Holt 13]

T (12-04): What Ended the Ancient World? [Text, pp. 281-295; Holt 14]

Th (12-06): **MAKE-UP EXAM**

Th (12-13): **FINAL EXAM from 11:00-1:00**

Key to Assignments:

- Text = de Blois and van der Spek, *An Introduction to the Ancient World* (2nd Ed.)
Antigone = Sophocles' play, Braun translation
Cicero, *Second Philippic* = *Selected Works*, pp. 101-153, Grant translation
Holt 1 = "I, Obelisk" from *Saudi Aramco World* (2007)
Holt 2 = "Egyptomania" from *Archaeology* (1986)
Holt 3 = "Mystery Mummy" from *Archaeology* (1991)
Holt 4 = "An Olympic-Size Delusion" from *Newsweek* (1984)
Holt 5 = "Good Riddance, I Say" from *Saudi Aramco World* (2008)
Holt 6 = "Alexander the Great's Little Star" from *History Today* (1988)
Holt 7 = "Alexander: Great Then, Grating Now" from *CHigherEd* (2004)
Holt 8 = "Stealing Zeus' Thunder" from *Saudi Aramco World* (2005)
Holt 9 = "Ptolemy's Alexandrian Postscript" from *SAW* (2006)
Holt 10 = "New Verse Translations" from *Lost World of the Golden King* (2012)
Holt 11 = "Tragedies and Treasures of Afghanistan" from *American Scientist* (2009)
Holt 12 = "I, Mosaic Masterpiece" from *Saudi Aramco World* (2009)
Holt 13 = "The Roman Millennium" from *Saudi Aramco World* (2000)
Holt 14 = "French Fries and the Fall of Rome" from *Archaeology* (1987)

About Your Professor

Dr. Holt (BA, Lynchburg College; MA and PhD, University of Virginia) is among the world's leading authorities in the field of ancient history, particularly Alexander the Great and the Hellenistic World. He has published seven books of scholarship and more than sixty articles, for which he has won several major prizes. He has also earned eight teaching honors, including two University Teaching Excellence Awards and the inaugural UH Distinguished Leadership in Teaching Excellence Award.

About Your TA

Alana Aleman is a PhD student of early modern England with a particular focus on 17th century social and intellectual history. Her other areas of interest are the early and high Middle Ages and Hellenistic history. She received her BA in Politics from Ithaca College and an MA in Political Science from the University of Houston.