

Requirements and Syllabus: UGC 111LR (K)

Dr. James Lawler Fall 2013

World Civilization — to 1500

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Many states and influential movements today are energetically renewing their allegiance to non-Western traditions. There is a renewal of Confucianism in the Far East, of Hinduism in India, and of Islam in the Middle East and elsewhere. Orthodox Christianity in Russia is in a period of revival. Even the animistic spirituality of the tribal societies of Africa and North America, as well as traditions such as that of the ancient Mayans in Mexico are objects of contemporary significance. Buddhism is a rallying point among Tibetan exiles, but it is also an increasingly powerful spiritual movement in Western countries. Christianity has become a dynamic political force in the United States.

To understand the contemporary world it is more necessary today than ever before in history to comprehend the great civilizations of the past. This course will provide general historical overviews stressing the various styles of the great civilizations and major structural characteristics and dynamics. Study of the socio-economic and political histories will be combined with readings in classic texts of the great religions and philosophies of the East and the West. There will be short weekly quizzes, one comprehensive final exam, and one short paper. Students will keep a journal, and will be able to participate in e-mail discussions of topics relevant to the course.

Textbooks and Course Requirements

Textbooks:

Howard Spodek, *The World's History*; Volume I: to 1500. Prentice Hall, 4th Ed., with "My History Lab"

Primary Source Readers 1, 2, and 3 (download from course Website)

Course requirements

General Procedures

Students are expected to attend all lectures and recitations, take careful notes, and do assigned readings on time.

Lecture presentations will provide important perspectives and additional information to what is found in the textbook and readings. Hence reading the textbook alone will not be sufficient to grasp the course material.

Before each lecture, students should download and print the outline for the lecture on the class web page—or make notes on your laptop. The outline will give the student a good idea of the kinds of issues to be examined during the lecture. **Studying the lecture outline in advance** is very good preparation for listening carefully to the lecture.

However, the outline is only an outline, and does not contain sufficient information for adequately understanding the lecture. Therefore, it is essential to take notes. To make efficient notes, the student should select a printing format that is optimum for note-taking, such as three slides per page.

Lecture attendance: 10% of grade

Attendance will be taken periodically during lectures. After two absences, **each additional absence** will result in a **reduction of 2 points** from the participation total. There will be a possible loss of **ten points**, which will result in a reduction of one whole grade.

In order to participate actively during the recitation section, students need to have attended lectures. **During lectures, students should sit with their recitation groups and regular study partners.** The seating assignments will be given early in the semester.

Quizzes: 30% of grade

At each recitation session there will be a short quiz, based on assigned readings and lectures. The lowest two quizzes will be dropped.

Students will be excused from a quiz **only with a doctor's letter for illness or a comparable reason** for missing class **with evidence**. Other reasons for missing quizzes ("My car had a flat") will not be accepted, since the expectation of such accidents is part of the reason for dropping the two lowest quizzes.

Written work: 30% of grade

Journal: 15% of grade

Students must keep a regular journal for developing his or her personal reflections **on the Primary Source Readings (Book of Genesis, Epic of Gilgamesh, etc.) Don't just summarize materials.** Make it clear that you have carefully read the readings themselves by **referring to interesting parts of the text.**

- 1) Try to find some interesting points in these readings that were **not** mentioned in the lecture. This shows you have read the material.
- 2) Explain **why** you found these points interesting.
- 3) Explain how these points **add to** what you have read in Spodek and heard in lecture regarding the historical context of the primary source readings.

Students will be expected to make **two** entries a week. Entries should be **at least one full page** (using 12 point font, double space and one inch margins). If journals are handwritten, the length should be equivalent to a printed version. Be sure that the entries are on the assigned Primary Source readings to be covered during the recitation section.

Journal entries will be shared with classmates during recitation sections. **Students must bring journals to recitation. Journals should be kept in loose-leaf (not spiral) binders**, so that entries can be easily passed to classmates, and handed in periodically to the instructor, without interfering with on-going writing.

Failure to have the appropriate journal material available for discussion in recitation class will result in a deduction of 2 points from the total grade for this journal requirement, to a maximum of 10 points (out of a possible 15).

Research Essay: 15% of grade

A research essay is required. It should be five to six pages, double spaced, 12 cpi (1500-1800 words.) **Paper topics will be based on the topics in the Primary Source readings.** The paper must be based on **one scholarly research article**, which must be shown for approval to the recitation instructor **two weeks prior** to the presentation of the paper in class.

See librarians in the Undergraduate Library for information on how to find *scholarly* articles. Encyclopedia articles and similar articles from the Internet are not acceptable as your main source.

Topics for papers based on Primary Source Readings: 1) Sophocles' *Antigone*; 2) Plato; 3) Epictetus; 4) Confucius, 5) Lao-Tzu (Daoism); 6) Hinduism (*Bhagavad-Gita*), 7) Buddhism; 8) *Book of Job*; 9) *Gospel of John*; 10) The Koran; 11) Rumi (Sufi-Muslim poet)

Students should be prepared to give **a brief summary (5 to 10 minutes) of their paper during the recitation period** at the appropriate time when the topic is being discussed in the lectures. The summary should be on interesting ideas that will stimulate class discussion. **The student should be especially responsible for knowing the Primary Source reading to which his/her paper is related.** A full first full draft of the paper must be completed at that time and shown to the instructor. The student should then incorporate comments and any new material presented in recitation or lectures for the final draft, which is due at recitation period the following week. There should be clear references for all sources (footnotes and bibliography). Plagiarism (which is easy to detect) will result in 0 for this part of the course. (The same applies to journal entries.)

Papers will be graded on the following points:

1. Does the paper clearly describe a relevant research paper that discusses the topic?
20%.

2. Does the paper illuminate **the primary source texts** (actual writings from the historical period)? The student should show clearly that s/he has read the primary text or portion thereof. When in doubt, student should consult the instructor on what is required here. **20%**.
3. Does the paper successfully incorporate relevant concepts presented in Dr. Lawler's lectures and the Spodek text, **showing the importance of the historical context?** **20%**
4. The student should point out **differences in the points of view** presented in the research article from what was presented in class. Which point of view is more accurate for understanding the primary source material, and why? **20%**.
5. Does the paper show clarity and originality in its organization and treatment? **10%**
6. Does the student provide insightful **personal** reflections based on the above considerations? **10%**.

Final exam: 30% of grade. The final exam will be comprehensive. 75% of exam will be multiple choice. 25% will be essay style.

The outline for the Final Essay Question is posted on the course website. Use this outline as a guide for each part of the course to summarize the main points.

Do not schedule travel until you know the date of the final. That date cannot be changed.

Recitation sections

At recitation sections, students will discuss and analyze lectures, text readings, and written work (**especially** journals) in an active manner. The success of group discussions during recitation sections depends on students having taken **careful notes** during lectures, and having done readings and written work. Lack of preparation for recitation sections will also be a basis for losing participation points. **This includes not having journal entries written and available for discussion (see above for this).**

At recitation sections, students must have with them the following:

- 1) Lecture outline containing the student's own notes
- 2) Up-to-date journal entries relevant for each recitation—relating to the lectures and readings to be discussed during the recitation section.

Class Participation: 10% out of 15% of Journal Grade for recitation sections and 10% for attendance in main lectures: for a possible loss of 20% of grade.

The grades include attendance at lectures (10%) and participation in recitation sections, with special emphasis on having journal entries available for discussion (unprepared students can lose up to 10% out of the possible Journal total of 15%). The course is divided into large lectures and smaller recitation sections so that students will be able to participate actively and reflect their understanding of the lectures and readings. **Failure to attend lectures and prepare for recitations spoils the function of the recitation section.** If a

student is unprepared, he or she cannot engage in discussions with other students. This is why stress must be placed on participation in this course.

Website and Class Listserve:

Important materials, including class outlines and *Primary Source Readings*, will be made available on the class Web page at: <http://www.buffalo.edu/~jlawler/courses/ugc111/>

Important materials and information may be made available through the class Listserve: <UGC111LRK-fa11-list@listserv.buffalo.edu>. All students must be able to receive messages from this list, as important information for the class will be sent in this form. **Students who wish to receive messages at another address, and not their official university address,** should have their mail forwarded from the university address to their preferred address. To do this, see instructions at <http://www.cit.buffalo.edu/mail/>

Students who drop this course can signoff from the Listserve by sending a message to listserv@listserv.acsu.buffalo.edu In the body of the message write:

signoff ugc111lrk-fa11-list

Don't put anything else in the message.

Special announcement:

Please be advised that this course is a controlled enrollment course, which means that enrollment in it is restricted to first-time registrants only. Self-registration in this course in any subsequent Fall or Spring semester will be available only to those students who are taking the course for the first time. If you seek to repeat this course you should plan to register for it in a UB summer session. Repeat enrollment may be difficult or impossible in a Fall or Spring semester. Repeat enrollment is defined as enrollment by a student who previously enrolled in the course at UB or transferred an equivalent course to UB and for which course the student has a grade of 'A', 'B', 'C', 'D', 'F' or qualified value thereof [e.g., 'A-', 'D+'] or a grade of 'P', 'S', 'U', 'I', 'J', 'N', or 'R'. A student may self-register to repeat a CEC only if the grade of record for the previous enrollment is 'W', i.e., administrative withdrawal. If you have any questions on this, please see an advisor in the College of Arts and Sciences Student Advisement and Services Center in 275 Park Hall.

Dr. Lawler's Office Hours: 3:30 to 4:30 on Tuesdays and Thursdays in 107 Park Hall, and by appointment.

Use e-mail freely to ask questions and discuss problems with Dr. Lawler or with your recitation instructor, using their personal email addresses. **Don't send such questions to the general Listserve.**

Lecture Schedule

Date	Spodek Texts	Primary Source Readings
Aug 30, Sept 1	1 Human Origins	Genesis 1-4
Sept 6, 8	2 Village Community to City State	Epic of Gilgamesh (selection)
Sept 13, 15	3 River Valley Civilizations;	Hammurabi's Code, Hymn to the Nile, Akhnaton's Hymn to the Sun
Sept 20, 22	3 Cont.; 5 Dawn of Empires, 118-139	Sophocles <i>Antigone</i>
Sept 27, Oct 4, 6	5 Dawn of Empires, 139-161	Plato: Allegory of the Cave, Crito, Diotema on Love
Oct 11, 13	6 Rome and the Barbarians	Epictetus, Enchiridion:
Oct 18, 20, 25	4, A Polycentric World, 89-97; 7 China	Confucius: Doctrine of the Mean Lao Tzu: Tao Te Ching
Oct 27, Nov 1	8 Indian empires	Bhagavad Gita (selection)
Nov 3, 8	9 Hinduism and Buddhism	Buddha: The Word
Nov 10, 15, 17	10 Judaism and Christianity	Hebrew Scriptures: Book of Job (Selection) Christian Scriptures: Gospel of John
Nov 22, 29, Dec 1	11 Islam	The Koran Poems and Discourses of Rumi
Dec 6, 8	12 World Trade	