

HGP 111 DEVELOPMENT OF CIVILIZATION

Syllabus

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COURSE CREDIT:

Three Semester Hours

PREREQUISITES:

None

COURSE MATERIALS:

Required Textbook:

Duiker/Spielvogel. (2004). *World history*, (4th ed.). Thomson/Wadsworth.
ISBN: 0-534-60363-7

COURSE DESCRIPTION:

This course is a study of Western and Eastern civilizations from their Neolithic origins to the present, with emphasis on cultural and institutional developments. This course consists of the second part of a two-part course in global civilization. It attempts to “promote an understanding of the political and social systems developed by diverse cultures throughout history.” In the process, it seeks to foster in students “a capacity to develop and maintain a global perspective (cultural, historical, and societal) from which a strong set of ethical and moral values can evolve.” It seeks to promote “an ability to initiate inquiry, question conventional wisdom, and analyze problems.”

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES:

Through structured learning activities involving global history, students should develop their abilities to:

- A. Read, write...and listen accurately, effectively, and critically,
- B. Distinguish facts from opinion and think independently, and
- C. Think accurately.

Formal and informal class activities should help the successful student grow in the understanding of “Diverse moral and ethical philosophies” and in assessing “One’s place within a larger historical and multicultural framework.”

COURSE REQUIREMENTS:

Each student must complete the seven required unit essays for HGP 111. These must be completed in an interactive form, with the instructor’s suggestions, comments, and corrections applied to each subsequent essay, including both historical content and historical methodological components. The goal of each essay is to identify the most important theme for each unit, from those listed on page *xxxi* of the text, the single theme that represents the most important aspect of that *entire* unit, based upon its impact on the society or societies under study or which had the greatest impact on the subsequent development of civilization.

GRADE DISTRIBUTION AND SCALE:

In alignment with ASC academic policies, no D may apply to a major or minor field.

Grade Distribution:

There are seven graded essays required to complete HGP111. Your grade will be computed based on equal weight to each of the seven essay grades.

Scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% and below	F

COURSE INSTRUCTIONS

All essays must conform to the following instructions:

Computer/Word Processing: Papers must be in 12-point type, in Times or Times New Roman typeface, and must be a minimum of five full pages, not to exceed seven full pages, in 1½ line space format.

Typewriter: Papers must be a minimum of seven full pages, not to exceed nine full pages, in double space format.

Hand Written: Papers must be a minimum of eight full pages, not to exceed ten full pages, written on every line of one side of the ruled paper. All papers must be submitted in ink.

You *must* state at the top of the first page that you are using the 4th Edition text.

PLEASE NOTE:

The nature of this course is interactive. You send me an essay, I respond to it, and you incorporate my comments, suggestions, and instructions into your next and subsequent essays. This is necessary because there are two components to HGP111. The first is the historical content. The second component addresses the development of your historical methodology, your skills in dealing with history and historical material.

In order to properly complete this course, you must follow this procedure. It begins with your choice of theme for each essay. The themes are listed on p. *xxxi* of your text, and you must choose one of these themes for each essay. ***You must choose the single theme that fits the most important aspect of each unit; the aspect, which had the greatest impact on the society or societies under study or the greatest impact on the subsequent development of civilization.*** From there, we will progress to other methodological skills necessary to properly address historical material and develop it in proper historical form.

In this fashion, you will gain both an understanding of the historical material and develop your skills in history. This methodological development will assist you in many ways in the future, from personal projects and interests in history to a better assessment of the evening news.

I hope you find this interactive method both enjoyable and beneficial.