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| <b>Course Name/Code</b> | <b>: History of Civilizations– CIR 101</b>                                    |
| <b>Instructor</b>       | <b>: N. Nevra Esentürk, PhD</b>   |
| <b>Course Hours</b>     | <b>: Tuesday, 10:00-13:00</b>   |
| <b>Office Hours</b>     | <b>: Tuesday, 14:00-16:00</b>   |
| <b>E-mail</b>           | <b>: <a href="mailto:nesenturk@yalova.edu.tr">nesenturk@yalova.edu.tr</a></b> |

### **Aim of The Course**

The main objective of this introductory course is to present a different reading of the world history with a specific focus on the roots of the modern international society as we know today. In doing so, the instructor will try to simplify many historical events in order to avoid distractions of unnecessary historical details. The instructor will ask the students to take a critical stance toward history and urge them to understand that the history we know may well be one of many alternative readings. During the semester, the instructor will ask rhetorical questions to students to help them realize the make-up of heavily Western-oriented interpretation of world political history.

Note: This is basically the introduction phase of a four-semester process. This course will lay down the framework until 1648 Westphalian Accords. The course outcomes will be complete after taking the following three semesters. The contemporary world politics of the 20th century will be evaluated in the sophomore year courses.

### **Course Outcomes**

Upon completion of this course, the student should:

1. Understand the meaning of historical determinism and avoid it
2. Realize that the modern world is a culmination of many geographical areas
3. Be capable of simplifying complex historical events through cause-effect analysis
4. Pinpoint major turning points in world history and relate them in their geographical setting
5. Have an understanding about the roots of the international society and create linkages between certain behavioral patterns of today and their historical counterparts
6. Realize that the key concept of legitimacy shaped the behavioral patterns of different civilizations

### **Method**

The teaching method is mainly based on lectures. In order to increase student interest the instructor may ask questions for bonuses. Power Point presentations as well as student input from the textbook will be crucial in order to reach course outcomes.

### **Textbooks**

1. A History of the Modern World to 1815, R. R. Palmer, J. Colton, L. Kramer (McGraw Hill, 2007).
2. The Evolution of International Society, Adam Watson (Routledge, 1997).

3. History: From the Dawn of Civilization to the Present Day, Adam Hart-Davis, (London, New York, Melbourne, Munich, and Delhi: Dorling Kindersley, 2012).

### Attendance Procedure

Punctuality and regular attendance in classes is of prime importance for successful completion of this course, just as the same punctuality and attendance is important in the business world. Students will be expected to arrive for class on time and to remain in class until the end of the class session.

**Note:** If you miss a class, it is **your** responsibility to e-mail your instructor, visit your instructor's office to find out what was covered in class and to find out your assignments for the following class. You also need to state how you will make up the missed work. If no contact is made, late assignments will **not** be accepted.

### Schedule Changes:

The course syllabus provides a general plan for the course. The professor reserves the right to make changes to the syllabus, including: assignments, case studies, timetable, examinations, etc., in order to accommodate the needs of the class as a whole and fulfill the goals of the course.

### Content of the Course

| Period      | Unit  | Topic   | Material                                | Assignment | Assessment |
|-------------|---|---|---|------------|------------|
| October 6   | History, Geography                          | Introduction and Critical Discussions                     | 1. Ch.1                                 |            |            |
| October 13  | Roots of International Society              | Western and other roots of international society          | 1. Ch. 1                                |            |            |
| October 20  | Sumer, Assyria and Ancient Mesopotamia      | The original state and empire; core vs. periphery pattern | 2. Ch. 2-3<br>3. p. 14-45               |            |            |
| October 27  | Persia, Classical Greece, Macedonian Impact | Rise of empire, rise of Mediterranean, east-west linkages | 2. Ch. 4-5-6<br>3. p. 90-105            |            |            |
| November 3  | India and Egypt                             | Inputs from other civilizations, beyond Mesop. And Medit. | 2. Ch. 7-8<br>3.p. 46-58;62-73          |            |            |
| November 10 | Roman Empire                                | Climax of classical empire                                | 2. Ch. 9-10<br>3. p.104-122;<br>142-150 |            |            |
| November 17 | Islamic System, Byzantine Empire            | Adaptation of many traditions                             | 2. Ch. 11<br>3. p. 174-180,<br>198-199  |            |            |
| November 24 | <b>MIDTERM</b>                              |   |   |            |            |
| December 1  | Transition to European State System         | Medieval Europe, Early and Middle Ages                    | 2. Ch. 13<br>3. p. 188-197              |            |            |

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| December 8  | The Early Rise of Europe                       | High Middle Ages                         | 1. Ch. 2                              |  |  |
| December 15 | European Upheaval                              | Renaissance in Italy and Europe          | 2. Ch. 14-15<br>3. p.250-264          |  |  |
| December 22 | Seeking Hegemony in Europe                     | Habsburg bid for dominance and reactions | 2. Ch. 15                             |  |  |
| December 29 | Protestant Reformation and Age of Explorations | 100 years Wars and results               | 2. Ch. 15<br>3. p.224-240;<br>280-284 |  |  |
| January 5   | Scientific Revolution and Age of Enlightenment |  | 3. p. 266-271                         |  |  |

### **Evaluation Methods and Tools**

Examinations will cover material presented in class and in the textbook.

A summary of the grading follows:

Midterm: 40% -Final Exam: 60%

### **Assignments**

Assignments, to be completed as homework, should not contain errors in spelling, punctuation, style, etc. Dictionaries, spellcheckers, and other methods of checking and proofreading are encouraged. Incorrect assignments may be returned to be rewritten. Most assignments submitted must be keyboarded. Due dates of assignments will be announced in advance.

Grading is as follows: Ten points will be deducted for each major error; points of lesser value will be deducted for less critical errors.

### **Class Participation and Homework**

Students are encouraged to ask questions to clarify understanding and to discuss and debate the theories, principles, and concepts from the text, case studies, and lectures. Students will be expected to participate in class and will be called upon on a regular basis.

To be successful in the course, the student should complete all homework assignments and should expect to spend a minimum of 3-4 hours per week on homework and other class projects.