



ANCIENT CIVILIZATIONS (HI 210)

3 credits

No prerequisites

An examination of the development and the spread of ancient civilization in the ancient Middle East and the Eastern Mediterranean. Topics of the study will include the characteristics of civilization, and the development of political, social, economic, and cultural institutions in the river valley centers and the diffusion to the fringe areas.

ANCIENT CIVILIZATIONS: THE MIDDLE EAST AND THE EASTERN MEDITERRANEAN  
(HI 210)

I. CATALOG DESCRIPTION

Ancient Civilizations: The Middle East and the Eastern Mediterranean. 3 credits. No prerequisites.

An examination of the development and the spread of ancient civilization in ancient Middle East and the Eastern Mediterranean. Topics of study will include the characteristics of civilization, and the development of political, social, economic, and cultural institutions in the river valley centers and the diffusion to the fringe areas.

II. COURSE OBJECTIVES

- A. To provide students with an overview of the historical development of civilization in the ancient Middle East and the Eastern Mediterranean.
- B. To increase the students' awareness and appreciation of both non-western traditions of civilization and the background of the development of western civilization.
- C. To provide students with an understanding of the current interpretations and the implications of these developing interpretations for historical knowledge.
- D. To enhance the students' historical consciousness and sense of the discipline of history.
- E. To develop students' skills in historical thinking and historical inquiry.

III. DETAILED COURSE OUTLINE

- I. Emerging Cultures (2 days)
- II. Development of Civilization (1 week)
  - Beginnings of Civilization
  - Diffusion of Civilization
  - Common Shared Characteristics
- III. Early Civilizations
  - Mesopotamian (2 weeks)
    - Proliterate
    - Early Dynastic
    - Sargonid Era
    - Third Dynasty of Ur
    - Old Babylonian Era
    - Kassitas
  - Egyptian (2 weeks)
    - Protodynastic
    - Old Kingdom
    - First Intermediate Period
    - Middle Kingdom
    - Second Intermediate Period
    - New Kingdom
  - The Nomadic Disruptions (1 week)
  - Assyrian (1 week)
- IV. Early Civilizations in the Eastern Mediterranean: Preservations, Diffusion, and Additions
  - The Hurrian (1 day)
  - Semitic Civilizations (1 week)
    - the Phoenician
    - the Hebrew
  - The Hittite: an Indo-European Civilization (1 week)
- V. The Ancient Aegean: A World Little Understood
  - Minoans (1 week)
  - Mycenaeans (1 week)
  - The Sea People (1 day)
- VI. The Persians (1 week)

#### IV. EVALUATION METHODS

Three OUTSIDE READING ESSAYS will be required. The assigned outside readings will be primary source material and may include The Epic of Gilgamesh, the Book of the Dead, Canaanite Myths and Legends, and the parts of the Old Testament. In the essay assignment the student will be required to use the readings as source material to develop interpretations of the social, economic, cultural, and political aspects of the civilization. Topics will be provided to assist the development of the essay.

Each essay will be worth 10% of the final grade.

There will be two in-class BLUEBOOKS during the course of the term. These will be along the following format: 40% major essay questions; 20% short essay questions; 20% identification questions; and 20% short-answer questions. The examinations will be based on material covered in class sessions and that found in the basic text.

Each bluebook will be worth 20% of the final grade.

There will be a FINAL examination. It will consist of two segments: 1) a third BLUEBOOK following the format of the in-class examinations covering the material from the second in-class examination; and 2) an objective COMPREHENSIVE EXAM.

The third bluebook will be worth 20% of the final grade and the comprehensive WILL be worth 10% of the final grade.

#### Determination of the final course grade:

1st OUTSIDE READING ESSAY	--	10%
2nd OUTSIDE READING ESSAY	--	10%
3rd OUTSIDE READING ESSAY	--	10%
1st BLUEBOOK	--	20%
2nd BLUEBOOK	--	20%
3rd BLUEBOOK	--	20%
COMPREHENSIVE FINAL	--	10%

VI. REQUIRED TEXTBOOK

Starr, Chester. A History of the Ancient World.

A classic text by the leading American authority on ancient history.

required outside reading

The Epic of Gilgamesh. (cheapest edition available)

Book of the Dead. (cheapest edition available)

Canaanite Myths and Legends. (Society for Old Testament Study edition)

Old Testament. (cheapest edition available)

VII. SPECIAL RESOURCE REQUIREMENTS

None.

VIII. BIBLIOGRAPHY

Akurgal, E. and M. Hirmer. Art of the Hittites. (1962)

Aldright, W. F. From the Stone Age to Christianity. (1957)

Aldred, D. The Egyptians. (1963)

Amati, E. Palestine before the Hebrews. (1963)

Blegen, C. W. Troy and the Trojans. (1963)

Breasted, J. H. Ancient Egyptian Religion. (1961)

\_\_\_\_\_. Development of Religion and Thought in Ancient Egypt. (1957)

Chadwick, J. Decipherment of Linear B. (1963)

\_\_\_\_\_. Reading the Past: Linear B and Related Scripts. (1987)

Chase, M. E. Life and Language in the Old Testament. (1962)

Diringer, D. The Alphabet. (1948)

Edwards, I. E. S. Pyramids of Egypt. (1961)

Emery, W. B. Archaic Egypt. (1961)

- Frankfort, H. Birth of Civilization in the Near East. (1968)
- \_\_\_\_\_. Ancient Egyptian Religion. (1961)
- Finley, M. I. World of Odysseus. (1965)
- Gardiner, A. Egypt of the Pharaohs. (1961)
- Graham, J. W. The Palaces of Crete. (1962)
- Gurney, O. R. The Hittites. (1954)
- Hall, W. W. and W. K. Simpson. The Ancient Near East: A History. (1971)
- Hawkes, J. Prehistory and the Beginning of Civilization. (1963)
- Hood, S. The Minoans. (1971)
- Hutchinson, R. J. Prehistoric Crete. (1962)
- Jacobsen, T. The Treasures of Darkness: A History of Mesopotamian Religion. (1976)
- Johnson, D. C. and M. R. Eddy. Lucy: The Beginnings of Mankind. (1981)
- Kramer, S. N. The Sumerian: Their History, Culture and Character. (1963)
- Lerner, Gerda. The Creation of the Patriarchy. (1986)
- Lloyd, S. Early Anatolia. (1956)
- Marinatos, S. and M. Hirmer. Crete and Mycenae. (1960)
- Moscato, S. Ancient Semitic Civilizations. (1960)
- Nilsson, M. P. Minoan-Mycenaean Religion and Its Survival in Greek Religion. (1950)
- Olmstead, A. T. History of Assyria. (1923)
- \_\_\_\_\_. History of the Persian Empire. (1960)
- Orlinsky, H. M. Ancient Israel. (1960)
- Pomeroy, S. B. Goddesses, Whores, Wives and Slaves: Women in Classical Antiquity. (1975)
- Redman, Charles L. The Rise of Civilization. (1978)

- Robinson, T. H. Hebrew Religion: Its Origin and Development. (1937)
- Roux, G. Ancient Iraq. (1964)
- Sanday, P. K. Female Power and Male Dominance: On the Origins of Sexual Inequality.
- Sandmel, S. The Hebrew Scriptures. (1963)
- Seale, K. C. When Egypt Ruled the East. (1965)
- Smith, J. M. P. The Phoenicians and Their Times. (1941)
- Smith, W. R. Religion of the Semites. (1956)
- Smith, W. S. Art and Architecture of Ancient Egypt. (1958)
- \_\_\_\_\_. History of Egyptian Sculpture and Painting in the Old Kingdom. (1949)
- Vaux, R. de Ancient Israel: Its Life and Institutions. (1961)
- Wace, A. J. S. Mycenae. (1949)
- Webster, T. B. L. From Mycenae to Homer. (1959)
- Wilson, J. A. Culture of Ancient Egypt. (1956)
- Wright, G. E. Biblical Archaeology. (1960)
- Whyte, M. K. The Status of Women in Preindustrial Societies.

## COURSE ANALYSIS QUESTIONNAIRE

### Section A: Details of the Course

- A1. This course is designed to fulfill several academic needs at IUP. It will be submitted for acceptance as a non-western course in the Liberal Studies program. It is designed to be an elective course for both History majors and Education social science concentrates. It should serve those majors in languages and human ecology who currently fulfill their departmental requirements through History of Civilization I, as well as other majors in the College of Humanities and Social Sciences. It is hopeful that it will complement the proposed restructuring of the music major.
- A2. This course would not require changes in the context of existing courses. It is a very distinct possibility that HI 101 History of Civilization I will be deleted with the complete phase-in of the Liberal Studies program. With the offering of this course it may be possible to delete HI 101 sooner with acceptance of this proposed course as a substitute.
- A3. This course would expand the non-western course offerings by the Department of History. It is traditional in that it would be along area-chronological lines.
- A4. No. This course has never been offered at IUP on a trial basis.
- A5. This course is not to be a dual-level course.
- A6. This course is not to be offered for variable credit.
- A7. This course is not unique in institutions of higher education. Long Island University offers "The Ancient Near East and Egypt." The University of Miami offers "The Ancient East East," Vanderbilt University has "History of the Ancient Near East, 1750-323," and SUNY-Binghamton offers "Ancient Near Eastern Civilization." To my knowledge there is not a similar course in the SSHE system.
- A8. This course is not a requirement nor a recommendation by a professional society, accrediting authority, law, or other external agency.

Section B: Interdisciplinary Implications

B1 This course will be taught by one instructor.

B2 There are not nor will there be any additional or corollary courses needed with this course.

B3 Since this course will focus on the discipline of history it does not infringe upon any courses offered by other departments.

B4 Seats will be made available to students in the School of Continuing Education.

Section C: Implementation

- C1
- a. Faculty -- adequate resources
  - b. Space -- adequate resources
  - c. Equipment -- adequate resources
  - d. Consumable Goods -- adequate resources
  - e. Library Materials -- adequate resources
  - f. Travel Funds -- adequate resources

C2 None of the resources for this course are funded by a grant.

C3 This course would certainly be offered at least one semester each year, and if demand from the Liberal Studies program and as a service course to various majors is great enough it would be offered every semester.

C4 It is possible that at least two sections of the course might be offered in a single semester.

C5 40 students could be accommodated in a section. Limitations are imposed by room size and requirements (essay examinations and reading essays) imposed on students.

C6 There are no professional society recommendations on enrollment limits or parameters.

C7

Hopefully this course will become an accepted elective in the history major, however, that would not affect the number of "free electives" available to majors nor would it necessitate an increase in the 124-credit program of our majors.

Section D: Miscellaneous

None.

# LIBERAL STUDIES COURSE APPROVAL FORM

**About this form:** Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

**Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.**

## PART I. BASIC INFORMATION

**A. For which category(ies) are you proposing the course? Check all that apply.**

### LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

### KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

**B. Are you requesting regular or provisional approval for this course?**

- Regular       Provisional (limitations apply, see instructions)

**C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs?       yes       no**

**If so, which General Education course(s)? \_\_\_\_\_**

**PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.**

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
<b>A. Intellectual Skills and Modes of Thinking:</b>		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	<u>✓</u>	<u>      </u>
2. Literacy--writing, reading, speaking, listening	<u>      </u>	<u>✓</u>
3. Understanding numerical data	<u>      </u>	<u>      </u>
4. Historical consciousness	<u>✓</u>	<u>      </u>
5. Scientific inquiry	<u>      </u>	<u>      </u>
6. Values (ethical mode of thinking or application of ethical perception)	<u>      </u>	<u>✓</u>
7. Aesthetic mode of thinking	<u>      </u>	<u>      </u>
<b>B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person</b>	<u>✓</u>	<u>      </u>
<b>C. Understanding the Physical Nature of Human Beings</b>	<u>      </u>	<u>      </u>
<b>D. Certain Collateral Skills:</b>		
1. Use of the library	<u>      </u>	<u>✓</u>
2. Use of computing technology	<u>      </u>	<u>      </u>

**PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES?** Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

**What are the strategies that your department will use to assure that basic equivalency exists?** Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). Your attached syllabus must make explicit that the course meets this criterion.

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.]

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

**PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?**

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

## CHECK LIST -- LIBERAL STUDIES ELECTIVES

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### Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

### Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional, or pre-professional course.

**Explanation:** Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

LIBERAL STUDIES COURSE APPROVAL FORM

Liberal Studies Form

PART II. Which Liberal Studies goals will your course meet?

The Liberal Studies goals which Ancient Civilizations will meet are:

PRIMARY

A. Intellectual Skills and Modes of Thinking:

1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.

To meet this goal the instructor and the student will investigate historical problems such as causation (e.g. the causes of Civilization, of the period of the Nomadic Disruptions, of the fall of the Minoans,) factual significance (e.g. discussion of common fallacies resulting from moralistic, pragmatic, and quantitative misuse), motivation (both for societies and individuals), and the development of question-framing abilities (because it is especially important to avoid searching history to prove preconceived ideas and to avoid developing false, dichotomous questions). Efforts will also be made to increase the student's ability to create historical synthesis from different developments (e.g. the understanding that the effectiveness of Persian imperial control rests on the co-opting of the power of the previous ruling elite). These objectives might be met through specific examples in lectures, discussions, and readings; students' skills might be honed through examinations, essays, and similar exercises.

## 2. Historical Consciousness

This goal will be met as the students are shown the importance of chronological concepts, the need to be sensitive to transitional periods, the importance and lasting quality of historical memory, and the persistence of ideas and institutions. This may be done, for example, by examination of the development of Mesopotamian civilization with its blending of Sumerian and Semitic cultures, its impact on the development of Near Eastern civilizations, and on the development of the Pre-Greek Aegean. This might also be done by examination of political, economic, literary and art forms and their diffusion.

## 4. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person

The course will present, through discussion, lecture, and readings, a historical consciousness which focuses not only on those pervasive historical "echoes" of our times (e.g. urban centers, empire, and the historical reflections in the arts and literature), but also on specific events, individuals, and institutions, of which a knowledge is part of modern cultural literacy.

## SECONDARY

### A. Intellectual Skills and Modes of Thinking

#### 2. Literary, writing, reading, speaking, listening

The course will require out-of-class essay assignments as well as essay examination as writing exercises where skill improvement will be stressed. There will be a focus on reading primary historical sources for historical understanding. Lecture and discussion will be integrated into the course in which careful listening is demanded.

#### 5. Values

The discipline of history is concerned not only with development of values and value systems as part of the development of civilization but also with the examination of past societies in terms of current values and value systems.

#### D. Certain Collateral Skills

##### 1. Use of the Library

The use of the library will be stressed for the students' completion of course work.

Part III. A. -- The strategies the department will use to assure that basic equivalency exists:

This is proposed as a single instructor course. The instructor, however, will provide the Departmental Curriculum Committee with statements of how he intends to meet the "General Criteria for Liberal Studies." The department through its Five Year Faculty Evaluation of the instructor and other evaluations will have an opportunity to monitor the instructor's fulfillment of the Liberal Studies criteria.

Part III. B. -- Acceptance of the criterion that the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter:

Students will have the opportunity to consider the ideas of both men and women; students will have the opportunity to consider various cultures and subcultures; students will have the opportunity to become aware of the thinking of men and women and of various human groupings from different historical eras. Especially essential to the course is the diversity that is found in ancient Mesopotamia, in the Egyptian civilization, and within the smaller Middle- and Near-Eastern and Pre-Greek Aegean communities. Also essential is the differentiation that exists between free and unfree and between male and female in the civilizations covered: this is an important element of the course.

Part III. C. -- Liberal Studies course must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals):

The course will require three substantial works of historical writings, the Epic of Gilgamesh, the Book of the Dead, and parts of the Old Testament which are significant primary sources of history.

Part III. D. -- How this introductory course is different from what is provided for beginning majors:

This course is intended to be for beginning majors and minors as well as an Liberal Studies elective course. It, however, covers a broad historical area that is significant for an liberal-educated person to be familiar with.

Part III. E. -- Contributions to the student's abilities:

History courses contribute in major ways to students' abilities.

1) This course will require the student to confront major ethical issues of the past by illustrating the repercussions of ethical choices. While providing the luxury of removal from responsibility, it emphasizes the need of commitment for making such choices. This might be achieved by historical examinations of developments like "Imperialism," "Discrimination," "Racism," and "Sexism" in their historical milieu.

2) The discipline of history stresses definition, framing of questions, analysis and evaluation of outcomes. The course will stress the historical method by showing the student the diversity of historiographical approaches. It will show how this variety influences the selection of primary sources and the ways in which they are used, how historians authenticate those materials, how the evaluation process selects the "historical" fact from "mere" facts, and how this selection culminates in an interpretation. An example of this attempt might well be a careful examination of various intellectual interpretations of the rise of monotheism compared to or, in other veins, the problem of causation in relation to the Nomadic Disruptions, or continuity and change in ancient Egyptian society.

3) The ultimate goal of the discipline is the communication of knowledge, continual learning, redefinition, continual analysis, and reevaluation as learning and analysis continually brings new directions for the interpretation of the past. Students might participate in this process by writing essays that allow them to analyze historical problems and to deal with the various interpretations to which they have been exposed. They might be encouraged through the examination of the literature and art, of a historical period to gain a deeper understanding of that age.

4) Students will be given historical problems, on examinations and in out-of-class essays and they will have to reach historical conclusions using the information they will be responsible for having mastered. A certain amount of creativity is essential in making historical arguments. This will especially be stressed in their reading essays where they have more time for reflection and construction.

5) Students will be shown how historical research has broadened with the expansion of the interests of people in the various arenas of

life: (e.g. the new fields of women and minority studies, the development of interest in the "underside" of history such as the development of peasant studies and the history of the working classes). They will learn the historical dictum that "each generation writes its own history" and be introduced to the concept that as current concerns and approaches to history change, so do interpretations of the past.

e) History stresses the innerent relationship that exists between the present and the past. Students will be exposed to the ideas of both continuity and change. In the realm of ideas the effects of the Mesopotamian civilization might be traced forward as the bases of Near Eastern thought, the impact of the development of metallurgy on ancient societies, and the traditions bred by the Agricultural Revolution will be examined as they impacted on the developments of ancient civilizations.

#### FART IV. -- MEETING THE CRITERIA FOR THE HUMANITIES: HISTORY CRITERIA

The syllabus indicates how this course meets each criteria checked.

-- LIBERAL STUDIES ELECTIVE (CHECK LIST)

Knowledge Area Criteria:

Treating concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.

The course is designed to provide sufficient depth. Three major civilizations will be examined with the historical problems of causation, continuity and change being stressed. The five areas Mesopotamian, Egyptian, Near Eastern, Anatolian, and Aegean are all contributors to ancient civilization and their influences historical development will be stressed. Such themes as Empire, Mythology, Monotheism, Technological Advances, and Cultural Diffusion across these historical eras will allow an appreciation of the complexity of historical development.

Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.

Major historical questions and problems which are an essential ingredient of this course: causation, continuity, change, the use of historical evidence, the impact of outside influences, and the constant reinterpretation of history.

Important theories and principles presented within this course: Nomadic Disruptions, Technological Advances, Cultural Diffusion, Central and Fringe Civilization, and the Agricultural Revolution.

Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.

This will be done through lecture and discussions, and with the students producing out-of-class and in-class essays.

Encourage students to use and enhance, wherever possible, the composition and mathematics skills build in the Skill Areas of Liberal Studies.

The students will use and hopefully add to their composition skills through their writings of essays.

Liberal Studies Elective Criteria:

Meet the "General Criteria Which Apply to All Liberal Studies Courses"

See above

Not be a technical, professional, or a pre-professional course.

This is not a technical, professional, or a pre-professional course. It is designed to be a Liberal Studies course.

**Knowledge Area Criteria which the course must meet:**

- ✓ Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- ✓ Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline. ✓
- ✓ Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- ✓ Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

**Non-Western Culture Criteria which the course must meet:***See Attachment X*

- X Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand, and Australia.
- ✓ Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu.
- ✓ Address, where appropriate, the experience of women and/or the roles of men and women.

**Additional Non-Western Culture Criteria which the course should meet:**

- ✓ Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- ✓ Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about the culture.

(OVER)

-- NON-WESTERN CULTURES (CHECK LIST)

Knowledge Area Criteria which the course must meet:

See above (under Liberal Studies Elective)

Non-Western Culture Criteria which the course must meet:

Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand, and Australia.

While "Ancient Civilizations" will not deal with a contemporary culture it will develop an understanding of cultures that had entirely different bases from western cultures, and will allow the student familiarity with some non-western thought and perceptions.

Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu.

The course is designed to present the political, religious, economic, and cultural aspects of ten (10) ancient civilizations. Time will be devoted to the linguistic, literary, artistic, and philosophical developments of those civilizations in both an internal and a comparative sense. Time will be spent with the intent of appreciating the cultures within their own context and timeframe.

Address, where appropriate, the experience of women and/or the roles of men and women.

See Part III. B. above.

Additional Non-Western Culture Criteria which the course should meet:

Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.

See Part III. C. above.

Additionally, there will be the introduction of visual material from the various civilizations to allow the students as much of a first-hand experience of the artifacts as possible. Use of the literature of the civilizations will be included to substantiate historical conclusions.

Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about the culture.

The use of the out-of-class essays on the reading assignments and essay sections of the examinations is intended to both encourage the students to acquire knowledge and understanding and provide the students with an opportunity to demonstrate their ability to analyze and synthesize cultural and historical information.

## ATTACHMENT X

While the Non-Western Culture Criteria requires non-western courses to be contemporary cultures I would like to request a provisional exemption of limited duration (my suggestion would be five years.)

One of the great benefits in the study of past civilizations is that it allows the examination of the totality of the civilizations from origin to demise. In historical terms this is the best of all possible studies because it allows the fullest conceptions of causation and evolutions.

Simultaneously it permits examination of civilizations with values and beliefs that are not only different from our own civilization but also from contemporary cultures outside of our civilization. There is little that allows the exercising of non-ethnocentric perceptions more than such studies.

For these and other reasons I would hope that a provisional exemption of limited duration will be granted so that there might be more extensive debate during the evolutionary stages of the Liberal Studies program.

# INSTRUCTIONS

## SUBMITTING COURSES FOR LIBERAL STUDIES APPROVAL

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### 1. WHAT SHOULD BE INCLUDED IN PROPOSALS?

For a new course or a course revision, you need:

- UWUCC cover sheet
- Catalog description on separate sheet
- Syllabus prepared according to UWUCC format
- Liberal Studies Course Approval Form
- UWUCC course analysis questionnaire

For the addition of an existing course (already approved by the Senate) to Liberal Studies, you need:

- UWUCC cover sheet
- Syllabus prepared according to UWUCC format
- Liberal Studies Course Approval Form

### 2. ARE THERE ANY PARTICULAR INSTRUCTIONS FOR COMPLETING THE LIBERAL STUDIES COURSE APPROVAL FORM?

Some parts of the form are in a check-list style; you should mark those sheets, appending any additional explanation requested. (Feel free to make more copies of the check-lists if you need them.) Other parts of the form are open-ended questions; it will probably be easier for you to answer those on your own paper. In some instances, you have the choice of providing information by separate answers or by incorporating the information into the syllabus; do whichever is more comfortable. By the way, "syllabus" as used here is not necessarily what goes into student hands on the first day of a semester; rather it is the basic format we have all grown accustomed to using when submitting new courses to the Senate.

### 3. WHERE ARE PROPOSALS TO BE SENT? HOW MANY COPIES?

After they have been approved at the department and college levels, all IUP course proposals are sent to the Provost's office for assignment to either the Liberal Studies Committee (LSC) or the University-wide Undergraduate Curriculum Committee (UWUCC). You will need to provide four (4) copies for the LSC and four (4) copies for the UWUCC.

### 4. WHAT IS "PROVISIONAL APPROVAL" AND WHEN IS IT APPROPRIATE?

The first few times a new course is taught, there inevitably will be adjustments. "Provisional approval" is a recognition of that reality by the LSC and the UWUCC. Between now and September 1, 1989 (the date the first new courses are offered) you may submit courses for provisional approval. You send in the same forms, filled out with the best possible information given the status of the course. If the course meets the criteria, provisional approval will be given by the LSC, with information going forward to the UWUCC and the Senate. These courses will be assigned a number and a catalog description and printed in the catalog. Neither the catalog nor the students' transcripts will carry any indication of the provisional nature. Courses with provisional approval may be taught no longer than through the Fall semester 1990 (which amounts to a maximum of three semesters and an intervening summer); regular Senate course approval will be required prior to offering the course in the Spring 1991. The advantage to you and to the LSC and the Senate as well is that a course will settle into its more or less permanent form before being put forward for final approval. Thus, the more tentative your thoughts about the course, the more likely you should ask for provisional approval.