

HISTORY 102

World Civilizations I--Before 1450

INSTRUCTOR INFORMATION

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INTENDED LEARNING OUTCOMES

Students will

1. Examine how different cultures can understand one another through shared historical information
2. Study the phenomenon of change in human experience, how change connects the past to the present
3. Recognize that world history cannot be seen merely as a mirror reflecting Western viewpoints and cultures. There are older cultures and societies outside of the western tradition
4. Examine how economies, cultures, diplomacy, politics, etc. are shaped by developments around the world, how an international context is key to understanding local and national affairs
5. Recognize that key aspects of the past and present have been shaped by global forces--exchanges of foods, technologies, religions, ideas, diseases, etc.
6. Focus on the activities of human civilizations rather than human history as a whole, where civilization is defined as "a form of human social organization that arises from the capacity of certain peoples to produce food surpluses beyond their basic needs, and to develop a variety of specialized occupations, a heightened social differentiation on a class and gender basis, intensified economic exchanges between social groups, an regional and long-distance trading networks. Surplus agricultural production spurs the growth of large towns and then cities inhabited by merchants, artisans, ritual specialists, and political leaders. Both specialization and town life contribute to an increase in creativity and innovation that have been characteristic of all civilizations." Peter Stearns et al. *World Civilizations, the Global Experience*. New York: Harper Collins, 1992.
7. Compare different civilizations through time
8. Examine contacts between cultures and the responses adopted by each to those contacts

REQUIRED MATERIALS

There are two lectures each week, one each on Monday and Wednesday. At registration, each student will have selected one seminar, one either on Monday or Wednesday (immediately following the lecture).

Each week, you will be required to read from the following books.

1. The background material for lectures can be found in ***World History***, by William J Duiker and Jackson Spielvogel. For study purposes, you are well advised to answer the study guide questions at the beginning of each chapter. These will form the basis for your tests.
2. Seminar discussions will be derived from material out of ***World Civilizations, Sources, Images and Interpretations***, edited by Sherman et al. Each week you will be required to

answer and hand in questions relevant to the material in the chapter. The questions to be answered are attached.

3. For your research project/paper, you will follow the guidelines as laid out in ***A Short Guide to Writing about History***, by Richard Marius and Melvin E. Page. Details are attached.

COURSE CONTENT AND SCHEDULE

Week One (Sept. 4)

Introduction -- About Human Origins

Week Two (Sept. 9 & 11)

Lectures

Duiker and Spielvogel, ch. 1

--Lecture One -- Beginnings of World History

--Lecture Two -- Beginnings of Civilizations

Seminar

Sherman et al, ch. 1

Week Three (Sept. 16 & 18)

Lectures

Duiker and Spielvogel, ch. 2

--Lecture One -- The Peoples of Egypt and Western Asia

--Lecture Two -- Ancient India

Seminar

Sherman et al, ch. 2

Week Four (Sept. 23 & 25)

Lectures

Duiker and Spielvogel, ch. 3

--Lecture One -- China in Antiquity

--Lecture Two -- The Emergence of Cities

Seminar

Sherman et al., ch. 3

Week Five (Sept. 30 & Oct. 2)

Lectures

Duiker and Spielvogel, ch. 4

--Lecture One -- TEST ONE

--Lecture Two -- The Civilization of the Greeks

Seminar

Sherman et al, ch. 4

Week Six (7 & 9)

Lectures

Duiker and Spielvogel, ch. 5

--Lecture One -- Goddesses, Gods, and God-kings

--Lecture Two -- The World of the Romans

Seminar

Sherman et al., ch. 5

Week Seven (Oct. 14 & 16 - project 1 due)

Lectures

--Lecture One -- THANKSGIVING HOLIDAY

--Lecture Two -- Faith and Philosophy

Seminar

Open Discussion

Week Eight (Oct. 21 & 23))

Lectures

Duiker and Spielvogel, chs. 7 & 6

--Lecture One -- The World of Islam (ch. 7)

--Lecture Two -- The Americas (ch. 6)

Seminar

Sherman et al., ch. 6

Week Nine (Oct. 28 & 30)

Lectures

Duiker and Spielvogel, ch. 8

--Lecture One -- Culture and Memory

--Lecture Two -- Early African Civilizations

Seminar

Sherman et al., ch. 12

Week Ten (Nov. 4 & 6)

Lectures

Duiker and Spielvogel, ch. 9

--Lecture One -- Expansion of Southern Asia

--Lecture Two -- TEST TWO

Seminar

Sherman et al. ch. 7

Week Eleven (Nov. 11 & 13)

Lectures

--Lecture One -- REMEMBRANCE DAY

--Lecture Two -- Silk Road

Seminar

Open discussion

Week Twelve (Nov. 18 & 20)

Lectures

Duiker and Spielvogel, ch. 10, 11

--Lecture One -- The Flowering of Traditional China

--Lecture Two -- The East Asian Rimland

Seminar

Sherman et al., ch. 8

Week Thirteen (Nov. 25 & 27- project 2 due)

Lectures

Duiker and Spielvogel, ch. 12

--Lectures One and Two -- The Making of Europe

Seminar

Sherman et al., ch. 10

Week Fourteen (Dec. 2 & 4 - time-line due)

Lectures

Duiker and Spielvogel, ch. 13
--Lecture One -- The Byzantine World
--Lecture Two -- Crisis and Rebirth in Europe

Seminar

Sherman et al. ch. 11

TEST THREE in exam period.

STUDENT ASSESSMENT (ASSIGNMENTS)

1. Three tests	45%
2. Seminars	10%
and 3 Presentations	15%
3. Two Research Projects/Essays	30%

1. The three tests will be non-cumulative, will cover both lecture and seminar material, and will contain both short-answer and essay questions. They will be worth 15% each and may include take home components.
2. For each seminar, student attendance will be monitored, with three absences resulting in a failing grade for the seminar portion of course requirements. Answers to the following questions will assist in understanding the seminar material.
 - a. For each of the Primary and Visual sources, answer the following
 - i. Who created the source, and why?
 - ii. What are the author's likely biases and assumptions?
 - iii. Who was the source's intended audience?
 - b. For each of the Secondary sources, answer the following:
 - i. What is the author's thesis (main point or argument)?
 - ii. What sort of evidence is used to support the thesis, and what political or ideological biases are evident?
 - iii. Does the thesis make sense?

For the seminars, students will do three 300-word, double-spaced, typed and oral presentations based on sources from ***World Civilizations***, the dates to be determined in semester's second week. The presentations will be answers to the guide questions below. Work is due on the date assigned and late work will not be accepted. All students will benefit from answering all the questions as these will be the basis of test questions.

Chapter One

1. What view of life emerges from the Epic of Gilgamesh? How does this compare with the Biblical story of Noah and the ark?
2. What fundamental principles of justice underlie the code of Hammurabi? How does its view of society compare with ours?
3. Using the documents on pp. 9-13, compare the Hebrew and Egyptian views of God and of humans.
4. Using the documents on pp. 18-24, evaluate the role of geographic and climatic factors in the rise of civilizations in SW Asia and N Africa. What alternative does Braidwood offer?
5. Evaluate McNeill and Muller's views of the origins and consequences of civilization.

Chapter Two

1. Using the documents on pp. 30-2, explain the hierarchies embedded in Indian life. Mention religious and social factors. Do such hierarchies solve the problems they attempt to address?
2. Using the *Lawbook of Manu* and the *Kamasutra*, what views of women are evident? How do these compare with those of SW Asia and N Africa (last chapter)?
3. Compare the concepts of human purpose and meaning in Jainism and Buddhism.
4. What does the example of the Harappan civilization illustrate about the problems of doing Ancient History?
5. What do Basham and Brown reveal about the Ancient India and what do they suggest about continuity between classical and modern times?

Chapter Three

1. What is the Confucian view of man and society? What constitutes proper living? (use also the Mencius selection)
2. Compare the Buddhist and Confucian views of women. How do they compare to Indian, SW Asian, and Egyptian views?
3. What is the point of the two Daoist stories? How does Daoism compare/contrast with Legalism and Confucianism?
4. Using the visual sources and the Rawski article, explain Chinese notions of kinship and family? Why have ordinary Chinese not been terribly political?
5. How does Smith explain the development of cultural identity, and how does he apply it to China? What does he see as Chinese cultural identity? How does it differ from that of India, especially religiously?

Chapter Four

1. Contrast the two cities described in the Homer selection. What does he suggest as the basis for a prosperous, successful state? Compare/contrast this to the views underlying the Constitution of Lacedaemonia.
2. Compare/contrast the political views in Thucydides' record of Pericles speech, Sophocles' *Antigone*, and Plato's *Republic*.
3. Compare Hippocrates view of the world with contemporary religious views in China, Japan, and SW Asia.
4. How does Andrews refute traditional ideas about democratic, open Athens? To what modern state does he compare Athens?
5. What does Hooper reject and propose instead about the Greeks? Do the documents support or refute his views? Have the Greeks been overly romanticized or appropriately admired?
6. Considering historical, geographical, and cultural factors, in what ways did the Greeks differ from earlier civilizations in the eastern hemisphere? Why? How were they similar? Why?

Chapter Five

1. According to Polybius, what principles underlay the Roman constitution? Was it inherently a stable or unstable creation? Why or why not?
2. Compare the view of life implied in Pliny's account with that of St. Matthew. How does St. Matthew compare with the Old Testament selection in Chapter One?

3. Compare St. Jerome's and A. H. M. Jones's views on the fall of Rome.
4. Compare the Roman view of women with those of the previous chapters.
5. What does Roebuck argue about the spread of Christianity? Was Rome conducive to its spread? In what ways was Christianity contradictory to Roman civilization?

Chapter Six

1. Using the documents on pp. 114-117, compare Islam to Judaism and Christianity in terms of struggle, proper behaviour, and attitudes toward women. What might have been the appeal of Islam?
2. Using the writings of Avicenna and Ibn-Munqidh, summarize and evaluate attitudes toward learning, culture, and outsiders.
3. To what does Lewis attribute the spread of Islam? How would this both be a strength and weakness for Islam's future? Compare/contrast his theses with that of Watt. What are the strengths and weaknesses of each article?
4. Contrast/compare the theses of Hourani and Brown in explaining the emerging character of Islam, especially by the 11th century.

Chapter Twelve

1. Compare/contrast Ibn Battuta, Joao dos Santos, and Pieter de Marees' views of Africa. What perspectives and biases did each bring to the table, and how do you account for them?
2. What makes Ethiopia different in the Northern African context?
3. Compare/contrast the two Inca articles. What accounts for the differing viewpoints?
4. Compare/contrast the Inca and Aztec worlds.
5. What does Wilford argue about the origin of North Americans? Compare/contrast the sources that historians use to piece together the histories of the Americas and Africa with that of other early civilizations.
6. How does Nash portray the clash in values between them and the later Europeans? Does Ortiz support his view?

Chapter Seven

1. The selection, *The Key to Paradise*, suggests why Islam might appeal to Hindus. How do the two religions compare/contrast? How does Sikhism relate to Hinduism and Islam, both in content and purpose? Use Spear as well.
2. What concepts of government did Islamic scholars tend to promote?
3. Discuss and evaluate the Chinese impacts on Vietnam and Cambodia.
4. What does Eaton suggest about European 'voyages of discovery' and relative importance of Asia and Europe in international trade and diplomacy before the fifteenth century?

Chapter Eight

1. What lessons were Chinese people supposed to learn from the two stories on pp. 151-5?
2. What was the value of secret societies in China? What were possible benefits in joining them? Were there possible detriments to Chinese civilizations from these organizations?

3. How did the Japanese compare their origins to those of China?
4. Compare Chinese and Japanese views of women.
5. What is Gernet's thesis about collectivism and the manner in which political and legal systems worked in the countryside? What would have been the motivation of the central leadership in creating such systems? Did they have a choice?
6. Snow describes Zheng He as the Chinese Columbus. In what way was this true? untrue? Why didn't the Chinese 'discover' America?

Chapter Ten

1. Why were the Justinian Institutes created? What did they reveal about the sources of Byzantium?
2. What underlying tensions in Medieval society are revealed by the selections on Feudal contracts, Secular and Ecclesiastical authority, and the life of Saint Godric?
3. What were the motives of Pope Urban II and Francis of Assisi in following their 'voices'? What does a comparison of their motives reveal about Catholic Christianity of that time?
4. How does Firenne explain the beginning of Medieval Civilization? What does Le Goff see as the values that came to characterize the Medieval world of Europe?

Chapter Eleven

1. In the *Decameron*, what conflicting views of the world are reflected in the reaction to the Plague? How does Langer evaluate the Plague?
2. Contrast the view of women in the selections from the Goodman of Paris and Christine de Pizan. How do you account for the difference? Are there continuities in perspective?
3. What world-views did the Italian Renaissance popularize? Refer to Petrarch, Vergerio, and Machiavelli.
4. Contrast/compare the views of Burckhardt and Burke on the Renaissance. Who is correct?
5. Was the Renaissance a radical break from the Medieval world, or was there a gradual evolutionary change? In fact, can history be packaged into nice, neat eras? If so, how and why?

3. Students will do two research projects/essays, due October 16 and November 27, on one of the following topics. While using the research and citing techniques of the traditional term paper, the student will adopt an alternate format to deliver the thesis and relevant supporting information. Read carefully the selections from Marius and Page on researching and presenting information. Each paper must have an identifiable thesis and supporting documentation. Late work will not be accepted.