

	<p>School of Arts & Science HUMANITIES DEPARTMENT</p> <p>HIST 102-01 World Civilizations 1: Pre 1450 2006F</p>
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COURSE OUTLINE

The Approved Course Description is available on the web @ _____

Ω Please note: this outline will be electronically stored for five (5) years only.
 It is strongly recommended students keep this outline for your records.

1. Instructor Information

(a)	Instructor:	Clarence Bolt	
(b)	Office Hours:	TBA	
(c)	Location:	Young 319	
(d)	Phone:	370-3347	Alternative Phone:
(e)	Email:	cbolt@camosun.bc.ca	
(f)	Website:		

2. Intended Learning Outcomes

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Upon completion of this course the student will be able to:

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.

3. Required Materials

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

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

1. Background readings for lectures are found in *Traditions and Encounters* by Jerry H. Bentley and Herbert Ziegler. Study questions are attached and will form the basis for your tests.
2. Seminar discussions are from material out of the *Course Pack* and Ronald Wright, *A Short History of Progress*.
3. For your research project/paper, you will follow the guidelines as laid out in the *Style Guide* created by the Camosun history department.

4. Course Content and Schedule

(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

Week One (Sept. 6)

Introduction -- About Human Origins

Week Two (Sept. 11 & 13)

Lectures -- Bentley and Ziegler
--Lecture One -- Ch. 1 -- Before History
--Lecture Two -- Ch. 2 -- Southwest Asia
Seminar -- Course Pack (CP) Lesson 1

Week Three (Sept. 18 & 20)

Lectures -- Bentley and Ziegler
--Lecture One -- Ch. 3 -- Early African Societies
--Lecture Two -- Ch. 4 -- South Asia
Seminar -- CP Lesson 2

Week Four (Sept. 25 & 27)

Lectures -- Bentley and Ziegler
--Lecture One -- Ch. 5 -- China in Antiquity
--Lecture Two -- Ch. 6 -- Americas and Oceania
Seminar -- CP Lesson 3

Week Five (Oct. 2 & 4)

Lectures -- Bentley and Ziegler

--Lecture One -- Ch. 7 -- Empires of Persia
--Lecture Two -- Ch. 8 -- The Unification of China
Seminar -- CP Lesson 4

Week Six (Oct. 9 & 11)

Lectures -- Bentley and Ziegler
--Lecture One -- THANKSGIVING HOLIDAY
--Lecture Two -- MID-TERM -- 9:00 A.M. start
Seminar -- None

Week Seven (Oct. 16 & 18)

Lectures -- Bentley and Ziegler
--Lecture One -- Ch. 9 -- India
--Lecture Two -- Ch. 10 -- The Greeks
Seminar -- CP Lesson 5

Week Eight (Oct. 23 & 25)

Lectures -- Bentley and Ziegler
--Lecture One -- Ch. 11 -- The Romans
--Lecture Two -- Ch. 12 -- The Silk Roads
Seminar -- CP Lesson 6

Week Nine (Oct 30 & Nov 1)

Lectures -- Bentley and Ziegler
--Lecture One -- Ch. 13 -- Byzantium
--Lecture Two -- Ch. 14 -- The Rise of Islam
Seminar -- CP Lesson 7

Week Ten (Nov. 6 & 8)

Lectures -- Bentley and Ziegler
--Lecture One -- Ch. 15 -- East Asia
--Lecture Two -- Ch. 16 -- India and Southeast Asia
Seminar --CP Lesson 8

Week Eleven (Nov. 13 & 15)

Lectures -- Bentley and Ziegler
--Lecture One -- REMEMBRANCE DAY HOLIDAY
--Lecture Two -- Ch. 17 -- The Emergence of Europe
Seminar -- None

Week Twelve (Nov. 20 & 22)

Lectures -- Bentley and Ziegler
--Lecture One -- Ch. 18 -- The Mongol Legacy
--Lecture Two -- Ch. 19 -- African Societies
Seminar -- CP Lesson 9

Week Thirteen (Nov. 27 & 29)

Lectures
Bentley and Ziegler
--Lecture One -- Ch. 20 -- Medieval Europe
--Lecture Two -- Ch. 21 -- The Americas and Oceania
Seminar -- CP Lesson 10

Week Fourteen (Dec. 4 & 6)

Lectures
Bentley and Ziegler

--Lecture One -- Ch. 22 -- Cross-cultural Connections
--Lecture Two -- Wright
Seminar -- Wright

FINAL in exam period.

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

1. Exams	50%
2. Seminars	10%
3. Research Project/Essay	
proposal (mandatory)	5%
article review	10%
paper	25%

1. The tests (25% each) will be non-cumulative, will cover both lecture and seminar material, and will contain both short-answer and essay questions.
2. For each seminar, student attendance will be monitored, with more than 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.

For each of the Primary sources, answer the following

- i. Who created the source, and why? When?
- ii. Who was the likely audience? How does that shape what was written?
- iii. What were the author's biases and assumptions? What view of life and the world emerges from the source? What is the author's perspective on the 'meaning of life?'

6. Grading System

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Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
95-100	A+		9
90-94	A		8
85-89	A-		7
80-84	B+		6
75-79	B		5
70-74	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy

at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

Lesson 1

Know the story and answer the questions on the first page. What view of life is embedded?

As you read the story, answer the following:

- Why did the inhabitants of Uruk call upon the gods for help? What is their answer?
- What kind of man is Enkidu? How is he civilized?
- Why is Ishtar annoyed with Gilgamesh? What do the gods allow to happen to Enkidu?
- How does Gilgamesh react to Enkidu's fate?
- What does he learn from Utnapishtim? about life generally?

Lesson 2

Laws of Manu -- all questions
 The Upanishads -- 2,3
 Sermons and Teachings -- 3,4
 Questions that Tend not to Enlightenment -- 1-3

Lesson 3

Confucianism -- 1-5
 Legalism -- 1-3
 Daoism -- 1-3
 Women in Classical China -- 1

Lesson 4

Genesis -- 1-4
 Exodus -- 1,2,5
 Matthew -- 1-3,5
 Epistle to the Romans -- 1-3

Lesson 5

Plato -- 1, 2
 Aristotle -- 1,2

Lesson 6

Cicero -- 1,3,4
 Plutarch -- 1-3
 Sermon on the Mount -- 3,4
 Augustine -- 2,3,5

Lesson 7

Koran --1-4
 Koran and the Family -- 1,3,4
 The Islamic Religion -- 2,5
 Religion and Political Organ. -- 1,3,5,6

Lesson 8

Chronicle of Gods and Sover. -- 1,2,4
 The Noble and Magnificent City -- 3,8
 Valor and Fair Treatment -- 1,4,7

Lesson 9

Islam and Hindu Civilization -- 1
 A Sati's Sacrifice -- 1-3, 6
 Southeast Asia -- 1,2

Lesson 10

St. Thomas Aquinas -- 2
 Hildegard of Bingen -- 1,2
 Magna Carta -- 1,3,5,6

3. Students will do one research project/essay, due, before lecture, on November 22, on one of the following topics. While incorporating research and citing techniques of the traditional term paper, as well as delivering a clearly identifiable thesis and supporting information, the paper will be presented in an alternate style. Read the *Style Guide* carefully to understand the required standards for researching and writing essays. Late work will not be accepted.

Assignment and Marking Conditions and Standards

1. The essay will contain between 1500 and 2500 words (i.e., 7-10 pages).
2. Topics must be chosen by October 4. Students must submit a proposal with a list of sources (minimum of five books and two academic articles, specific to the topic*). Attached will be a photocopy of the first two pages of each source and a short summary explaining why that source is appropriate for the paper. While you may use reference works to define the topic, the sources used for the essay must be books and articles focussed on the topic. Papers will not be considered unless a proposal is first submitted. Late work is not accepted without prior consultation with the instructor.
3. In a 300 word essay, the student will review one of the two chosen articles. The review will consist of 3 paragraphs:
 - the first will state the theme of the argument (author's argument)
 - the second will explain the style, structure, and sources
 - the third will evaluate the article's thesis and delivery
4. The final product must contain a minimum of 20 footnotes -- the citing of specific information, ideas, or quotes. It will include a title page and proper footnote and bibliographical style. Attached will be a copy of the original proposal.

5. Two copies of the essay must be handed in, one to be kept on file for five years, the other (graded) to be handed back to the student.
6. Grammar, spelling, and syntax are critical to a good paper. Marks will be lost for deficiencies in these areas.
7. The final grade will be determined on the basis of quality of work and presentation, use of sources, a clear and strong thesis, consistent argument, proper transitions, and originality of approach.

Please note that regular consultation with the instructor will keep the project on target.

Letter

- Moses
- Cyrus
- Zoroaster
- St. Paul
- Plato
- Lao Tzu
- Leonardo da Vinci

Architecture

- sphinx
- Great Zimbabwe
- building styles (China, Japan)
- mounds (North America)
- Tenochtitlan
- Medieval Manor

Education and Learning

- the math, science, or astronomy of ancient Mesopotamia, India, China, Central America

Diary

- Amenhotep
- Siddhartha Gautama
- Qin Shi Huangdi
- woman of any society/any time
- commoner, priest, scholar, any society/any time
- a Roman emperor
- St. Francis of Assisi
- a gladiator
- Machiavelli

Travel Account

- reporter with Alexander the Great
- Great Wall
- Inca territory
- Rome's empire at a given date
- Mongol invasions
- Zhenghe's expeditions
- crusades
- Marco Polo

Epic Poem

- Harappa
- Shang China
- Aztec civilization
- crusades
- life of Charlemagne
- black death and peasant rebellions

Television/Movie Script. (documentary)

- birth and expansion of Islam
- Punic Wars
- life in Sparta
- Mayan life
- Great Zimbabwe
- Baghdad
- Medieval Cathedrals
- first universities
- parsi* community in India

Apology/Sermon

--Socrates

--comparative religions and philosophies-- one of the following making an apology to another from this list --Hinduism, Islam, Judaism, Christianity, Greek philosophy, Buddhism, Sikhism, Stoicism, Epicureanism