



HIST 102-01

World Civilizations 1: Pre 1450

2007F

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:	http://bolt.disted.camosun.bc.ca/		

2. Intended Learning Outcomes

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, a 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 select a seminar, either on Monday or Wednesday. 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. Seminar discussions are from material out of the *Course Pack* and from Ronald Wright, *A Short History of Progress*.

For your research project/paper, you will follow the guidelines as laid out in the *Style Guide* created by the Camosun history department and found on the Humanities web-page. You may also want to purchase a copy of Rampolla, *A Pocket Guide to the Writing of History*, available in the bookstore.

The publisher has created a student site (link below) to link you to other material that you may find useful or simply entertaining. Of particular value are the following categories: Timeline, Study Questions, Chapter

Outline, Overview, and Contexts and Connections. Please note that these are not required components of the course but may be of great assistance in understanding the material better.

http://highered.mcgraw-hill.com/sites/0072957549/student_view0/index.html

4. Course Content and Schedule

Week One (Sept. 5)

Introduction -- About Human Origins

Week Two (Sept. 10 & 12)

Lectures -- Bentley and Ziegler

--Lecture One -- Ch. 1 -- Before History

--Lecture Two -- Ch. 2 -- Southwest Asia

Seminar -- Course Pack (CP) Lesson 1

Study questions

Part One -- The Early Complex Societies

1. What is meant by 'complex societies?' Is it a better word than 'civilization?' What are the connotations and denotations of each. List ten characteristics of complex societies.
2. Explain how the past is embedded in the present -- words, writing, history, religion and philosophy, science, technology, literature, art, architecture and monuments, and institutions.

Ch. 1.

1. How were the economies and societies of Paleolithic and Neolithic/agricultural societies different? similar?
2. Give a brief chronology and locations of the places where agriculture first emerged.
3. How and why did urban life evolve from agriculture? Make a list of the advantages and disadvantages of living in the types of hunting/gathering societies described in the text. Then make a similar list for agricultural societies. What was gained and what was lost by the agricultural transition that took place 12,000-5,000 years ago?

Ch. 2

1. What prompted the rise of cities, kingdoms, and empires in Mesopotamia? Name/date the major ones.
2. List and describe 8 defining characteristics of the societies dominating Mesopotamia between 3500 and 500 BCE.
3. Who were the Hebrews and Phoenicians? What unique contributions did each make to history?
4. Identify the Indo-Europeans and describe/date/place their spread. What can you learn from the map on pg. 54 of the text?

Week Three (Sept. 17 & 19)

Lectures -- Bentley and Ziegler

--Lecture One -- Ch. 3 -- Early African Societies

--Lecture Two -- Ch. 4 -- South Asia

Seminar -- CP Lesson 2

Ch. 3

1. Who were the Egyptians and Nubians? What prompted their organization into states?
2. Define/date/describe the Archaic, Old Kingdom, Middle Kingdom, and New Kingdom eras.
3. Compare/contrast the defining characteristics of Mesopotamia with those of the Nile Valley Societies. List three similarities/three differences and account for the differences (religions, for sure).

Ch. 4

1. Date/describe Harappan society and culture. Why did it collapse?
2. How can we know about Harappan society? List the ways in which we decide what their world was like. What artifacts/remains do we have to work with? What can happen if we learn to decipher their language?
3. Who were the Aryans? What did they bring to India?
4. Describe/explain the caste system.
5. Describe the religion/ideals that emerged from the blending of Aryan and Dravidian traditions.

Week Four (Sept. 24 & 26)

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

Ch. 5.

1. Compare the origins and formation of society along the Yellow River with those in Mesopotamia and the Nile and Indus Valleys.
2. Describe/date developments in the Shang and Zhou dynasties. What is the mandate of heaven?
3. How and for what were oracle bones used? Note how china developed a more 'secular' approach to reality.
4. Compare social orders in China with those of Mesopotamian, Nile, and Indus valleys. Find one difference/similarity in religion, government, social structure, economy, arts, and literature.

Ch. 6

1. How were the agricultural societies and early cities of Mesoamerica similar/different from those of Asia and North Africa? List three contrasts/similarities.
2. Describe the political, social, and religious structures of the Olmec and Mayan societies.
3. How was Oceania populated? What kind of societies emerged?

Week Five (Oct. 1 & 3)

Oct 1, Proposal for Essay Due

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

PART TWO -- THE FORMATION OF CLASSICAL SOCIETIES

1. What were the characteristics of the societies described by the authors that led them to use the descriptor 'classical societies?'

Ch. 7

1. List/describe the nature of the 4 Persian empires during the classical period. What is significant about Cyrus's approach to cultural variation?
2. What communications systems were created to make their empires so powerful and large?
3. Describe the origins and development of Zoroastrianism, and list its basic tenets. Can you see potential later influences?

Ch. 8

1. Compare the contributions of Confucianism, Daoism, and legalism to Chinese history. What would be the ideal structure/type of government for each?
2. What were the great accomplishments of the Qin dynasty?
3. What did the Han dynasty offer China? How did it rule and control China?
4. Describe the economic and social condition during the Han period. What problem of land has plagued China for the last 3000 years? Why do you think it has?

Week Six (Oct. 8 & 10)

Lectures -- Bentley and Ziegler
--Lecture One -- THANKSGIVING HOLIDAY, no class.
--Lecture Two -- Test One
Seminar -- None

Week Seven (Oct. 15 & 17)

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

Ch. 9

1. What did the Mauryan and Gupta dynasties add to India? What were Ashoka achievements, and how did he accomplish them?
2. Compare what India created with the achievements of the Achaemenids and Qin/Han dynasties.
3. Compare the Jainist and Buddhist responses to Hinduism. How did Hinduism go 'popular?' Why?

Ch. 10

1. Who were the Greeks, and why did the Polis system develop? Note the role of geography. Compare Sparta and Athens. Why was there no centralized state in the Greek area?
2. What were Alexander's contributions and legacy? Know the characteristics of the Hellenistic age and what it created.
3. Describe Greek religious life.
4. What views of the world were developed by Greek philosophy? How does it compare with Chinese and Indian responses to the questions of meaning?
5. Imagine four people, one a follower of Plato, one of Aristotle, one an Epicurean, and one a Stoic having a discussion on: 1. how a person can achieve happiness; 2 how one knows what is 'true;' and 3. the most important human virtues. What would each say on each of those issues?

Week Eight (Oct. 22 & 24)

October 22, Article Review Due

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

Ch. 11

1. Describe how Rome moved from kingdom to republic to empire. How was each stage different?
2. How did the empire expand? How did it maintain control over its conquered territory? Why did the empire, unlike some others, last so long? What makes a large state such as this last for a long time?
3. Describe and account for the cosmopolitan nature of Roman society.
4. How was the Roman Empire conducive to the spread of Christianity? Did its principles fit easily with those of Christianity?

Ch. 12

1. Describe the trade system in southwest Asia in the Hellenistic era. What were the 'silk roads?'
2. What besides goods travelled along these roads? What was the impact on Asia, Europe and Africa? Why would Buddhism be so popular on these 'roads?'
3. Compare the fate of the Chinese and Roman imperial systems after the 3rd century? What was the fate of each?

Week Nine (Oct 29 & 31)

Lectures -- Bentley and Ziegler
--Lecture One -- Ch. 13 -- Byzantium

--Lecture Two -- Ch. 14 -- The Rise of Islam
Seminar -- CP Lesson 7

PART THREE, THE POST-CLASSICAL ERA -- 500-1000 CE

In this section, the text-book examines the rise of new forces that challenge and augment the developments of the major societies of the classical period.

1. Why is this period called the post-classical period?
2. What were the needs of settled societies in the post-classical era? How were those needs met?
3. What hugely important religious phenomena (note this is plural) occurred in the post-classical period?

Ch. 13

1. Explain the origins of Byzantium. Why did it survive while the western part of the empire collapsed?
2. What was the legacy of Justinian? Find a website with a translation of the *Body of Civil Law* and find five laws that are still in use in Canada today.
3. What is Caesaropapism? How does it compare to our system of government?
4. Describe the economic, social, and religious heritage of Byzantium. Compare Roman and Orthodox Christianity. Why did they part ways?
5. What was the Byzantine legacy in Eastern Europe and Russia?

Ch. 14

1. Who was Mohammed, and what was his message? What are Islam's key tenets?
2. Explain the expansion of Islam. Distinguish among the caliphs, the Umayyads, and Abbasids. Is Islam monolithic? Address some of the variety.
3. Explain the economic, social, and cultural practices and values of the Islamic world. Was this an Arabic or Islamic creation?
4. How does Islam compare to the two other Western religions? To Eastern religions?

Week Ten (Nov. 5 & 7)

Lectures -- Bentley and Ziegler

--Lecture One -- Ch. 15 -- East Asia

--Lecture Two -- Ch. 16 -- India and Southeast Asia

Seminar --CP Lesson 8

Ch. 15

1. For what was the Sui dynasty important?
2. Chart the rise and decline of the Tang and Song dynasties. Explain the economic, technological, agricultural, and industrial contributions of each. Note the creativity that flowed from the long periods of political stability and technological, literary, and social sophistication. Describe some of the Chinese contributions in these areas.
3. How and why did Buddhism establish itself in China? How did China blend the various traditions of the time?
4. Explain Chinese influences in East Asia.

Ch. 16

1. Describe Indian politics and rule during the post-classical era.
2. Describe the economic, production, and trade patterns that emerged in the Indian Ocean basin.
3. Describe the encounter between Hinduism and Islam. How would each explain their beliefs to each other?
4. Explain both India's and Islam's influences and legacies in Southeast Asia?

Week Eleven (Nov. 12 & 14)

Lectures -- Bentley and Ziegler

--Lecture One -- REMEMBRANCE DAY HOLIDAY

--Lecture Two -- Ch. 17 -- The Emergence of Europe

Seminar -- Combined Groups, Ronald Wright, chs. 1 and 2

Ch. 17

1. Describe the attempts to establish political order in the post-classical era in Europe.
2. How was Christian Europe formed? What is the significance of Charlemagne?
3. What social and economic orders emerged during this politically unstable time? How did this create stability? What role did Christianity play in creating cohesion? Chart the course of the development of the Roman Church.
4. A traveller from China to Europe, in 1000, records the trip and compares Europe to China. What would the account tell us about the differing social, political, religious, and technological worlds of the two societies?

Week Twelve (Nov. 19 & 21)

November 21, Research Project due

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

PART IV -- CROSS-CULTURAL INTERACTION -- 1000-1500 CE

1. What roles did nomadic peoples, trade, and demographics play in this era?
2. How did this age set the stage for the modern era of world history?

Ch. 18

1. Explain the rise of the Turkic empires and their roles in Persia, Anatolia, and India.
2. Explain the rise, the extent, and the decline of the Mongol empires and their impacts on India, China, Persia, and Europe. What was their legacy? How did the world change as a result of their conquests?

Ch. 19

1. Describe and name the societies resulting from Bantu migrations.
2. Describe the rise and development of the Islamic empires of sub-Saharan Africa.
3. Describe the rise and development of East Africa states in the context of Indian Ocean trade.
4. Describe the interface of traditional, Christian, and Islamic religions in Africa.

Week Thirteen (Nov. 26 & 28)

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

Ch. 20

1. What regional states arose between 1000 and 1300 in Western Europe? What was the Holy Roman Empire, and what role did it play in Europe?
2. How did the economic and social changes of this period transform Western Europe?
3. Describe the role of the Church in this era, noting its role in education, popular religion, and challenges to its teachings. Note the notion of Christendom and the conflict between the Church and states.
4. What was its relationship to Islam in the 11th -13th centuries? Why the crusades? What was their impact?

Ch. 21

1. Describe the societies which arose in Mexico in terms of their economic, social, and religious character.
2. What kind of place was Tenochtitlan? How did it compare with major cities in the Eurasian world?
3. Locate, date, and describe some of the societies that developed to the north of Mexico. Note the range of political and social differentiation, from kin groups, to tribal societies, from nomadic to agricultural entities.

4. Describe and define Inca society. How did Mexica and Inca societies compare with each other and contemporary societies in Europe, Asia, and Africa?

Week Fourteen (Dec. 3 & 5)

December 3, Wright Assignment Due

- Lectures -- Bentley and Ziegler
 - Lecture One -- Ch. 22 -- Cross-cultural Connections
 - Lecture Two -- Wright
- Seminar -- Wright

Ch. 22

1. What were the three dominant reasons for long-distance travel in this era? Explain each one. What were the cross-cultural consequences?
2. What was the impact of the bubonic plague? Describe recovery in China and Western Europe.
3. Compare Chinese and European voyages late in this period. Why were they different? What were the consequences of each, both short-term and long-term?
4. Read the letter from John of Montecorvino on page 583 and imagine the Franciscans responded by sending a replacement (they did not). What advice would John give his replacement? What difficulties did a Chinese missionary face in China?

FINAL in exam period.

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

1. Exams	40%
2. Seminars/Participation	10%
3. Research Project/Essay	
proposal (mandatory)	5%
article review	10%
paper	25%
4. Review of Wright	10%

1. The tests (20% 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?'

3. Students will do one research project/essay, due, before the lecture, on **November 21**, 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/Standards

- A. The essay will contain between 1500 and 2500 words (i.e., 7-10 pages).
- B. Topics must be chosen by **October 1**. 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.
- C. In a 300 word essay, the student will review one of the two chosen articles. The review will consist of 3 paragraphs (due **October 22**):
- 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
- D. 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.
- E. 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.
- F. Grammar, spelling, and syntax are critical to a good paper. Marks will be lost for deficiencies in these areas.
- G. 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. The instructor will arrange an orientation/introduction to the library and to research.

Topics and mode of delivery. (any proposal will be considered -- in consultation with the instructor).

Letter

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

- 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
- Machiavalli

Architecture

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

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

Education and Learning

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

Epic Poem

- Harappa
- Shang China
- Aztec civilization
- crusades
- life of Charlemagne

Diary

- Amenhotep
- Siddhartha Gautama

--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.

4. What is Wright's thesis? Is he correct? Examine the period covered in our course (3500BCE-1500CE). Is his theory valid? Use evidence from the course, from all parts of the world (the Americas, Asia, Europe, southwest Asia, Africa, the Islands), including the 'peripheral' people, to support your thesis.

Consider the following when creating your thesis: according to Wright, what have humans repeated for the last 10,000 years? What is the 'progress trap?' Does the period we studied this semester prove his point that we have the minds of Paleolithic hunters in modern environments? Has civilization been a net loss for most people? What role(s) have religion and ideology played in these societies, and do these support or contradict (or neither) Wright's argument (think of Easter Island)? Has he downplayed their role(s)? Is he too much of an environmental determinist?

You are to produce a solid thesis, supporting evidence (which means dealing with potential objections), and a strong conclusion. Use the citation method from our Humanities Web Page (History). Find one academic review on Wright's book. Attach it to the assignment. Is it accurate? Why or why not?

Maximum of 1000 words, due December 3.

Note that all assignments are due, in class, before the class begins, on the assigned date.

6. Grading System

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	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 E-1.5 at **camosun.ca** for 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.

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.

Helps for seminar readings

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