



HIST 102-001

World Civilizations 1: Pre 1450

2011F

1. Instructor Information

(a)	Instructor:	Clarence Bolt		
(b)	Office Hours:	MW -- 9:00-10:00, TuTh 1:30-2:20, Th. 4:30-5:20		
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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, 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

1. *Traditions and Encounters* by Jerry H. Bentley and Herbert Ziegler (for background readings)
2. Ronald Wright, *A Short History of Progress*.
3. Outlines for each chapter – to be sent in the first week
4. Study Guide – to be sent in the first week

There are two lectures each week, one each on Monday and Wednesday. At registration, you will select a seminar, either on Monday or Wednesday.

Lectures will use *Traditions and Encounters* as well as the Outlines and Study Guide.

Seminars are based on material out of the textbook (Primary Sources) or provided on line. Questions for seminars are included in the syllabus or at the end of the readings assigned from the text. Short answers must be handed in before each seminar.

If you choose to do a research project/paper, follow the guidelines laid out in the *Style Guide* created by the Camosun history department and found on the Humanities web-page. Also available in the bookstore, is *A Pocket Guide to the Writing of History*.

The publisher has created a student site to link you to useful and entertaining material. You are not required to use it but it may help you understand the material better.

http://highered.mcgraw-hill.com/sites/0073406937/student_view0/

Read the assigned readings before class, paying attention to main themes and terms. Remember – how you read is as important as what you read. Readings in history may be different from what you are used to in other classes. Give yourself time to get used to it.

Rather than getting bogged down in the details, try first to read conceptually. Look for the ‘big picture’ and pay attention to how the authors use specific bits of information. It is useful to read the material twice – once to scan for the overall picture and then to focus on relevant details. Take time to think about the material. Critical reading cannot be done at the last minute, whether just before class or before a test.

In all of your readings, always consider the tradition you are studying as well as how it encounters other traditions. Remember, the title of the text is *Traditions and Encounters*.

Keep the **Outlines** of the chapters (which are also the outlines for lectures) and the **Guide** questions beside you as read each chapter *and* when you are in class. Ask questions in class about points that are not clear.

Finally, play close attention to the timelines in both the text and on the website. They are especially helpful for visual representations of the material.

4. Course Content and Schedule

Week One (Sept. 7)

Introduction -- About Human Origins

PART ONE – THE EARLY COMPLEX SOCIETIES, 3500-500 BCE

What distinguishes complex societies from those without those forms, both earlier and later? List ten characteristics which make them innovative.

Week Two (Sept. 12 & 14)

Lectures -- Bentley and Ziegler

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

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

Seminar – Epic of Gilgamesh, Gen 1-3, 6-7 (emailed to class)

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? What is his fate, and why? How does Gilgamesh react, and what does he learn from Utnapishtim? about life generally?

Week Three (Sept. 19 & 21)

Lectures -- Bentley and Ziegler

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

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

Seminar – The great Hymn to Aten (64)

-- The *Rig Veda* on the Origin of Castes (79)

-- The *Mundaka Upanishad* (82)

Week Four (Sept. 26 & 28)

Lectures -- Bentley and Ziegler

--Lecture One -- Ch. 5 -- China in Antiquity

--Lecture Two -- Ch. 6 -- Americas and Oceania

Seminar – Peasant's Protest (96)

-- Family Solidarity in China (98)

-- The Voyage of Ru (122)

Sept 26 -- Proposal for those doing a paper

Sept 28 -- Journals (if you chose this option)

Week Five (Oct. 3)

Lecture -- Ch. 7 Persia

Seminar – Zarathustra on Good and Evil (144)

-- Confucius on Good Government (152)

--Laozi on Living in Harmony with Dao (155)

PART TWO -- THE FORMATION OF CLASSICAL SOCIETIES

1. What distinguishes classical societies from earlier complex societies?
2. What are their lasting legacies religiously, politically, economically, and geopolitically?
3. Is this era the beginning of 'globalization'? How or why?

Week Five (Oct. 5)

Lecture -- **Quiz One** (covers chapters 1-6)

Seminar -- None

Week Six (Oct. 10 & 12)

Lectures -- Bentley and Ziegler

--Lecture One -- Thanksgiving -- No class or seminar

--Lecture Two -- Ch. 8 -- The Unification of China

Seminar -- Zarathustra on Good and Evil (144)

--Confucius on Good Government (152)

--Laozi on Living in Harmony with Dao (155)

Week Seven (Oct. 17 & 19)

Lectures -- Bentley and Ziegler

--Lecture One -- Ch. 9 -- India

--Lecture Two -- Ch. 10 -- The Greeks

Seminar -- Ashoka as a teacher ... (183)

-- Caste Duties... (185)

-- Socrates View of Death (205)

-- Buddha -- Questions which tend not to edification (to be emailed to class)

Week Eight (Oct. 24 & 26)

Lectures -- Bentley and Ziegler

--Lecture One -- Ch. 11 -- The Romans

--Lecture Two -- Ch. 12 -- The Silk Roads

Seminar -- Tacitus on Corruption.... (220)

-- Jesus' Moral and Ethical Teachings (228)

-- St Cyprian on Epidemic Disease (244)

Oct. 24 Article Review Due for all

Week Nine (Oct 31)

Lecture One

--**Quiz Two** (covers chs. 7-12, and Wright, chs. 1 and 2)

Seminar -- Ronald Wright, chs. 1 and 2

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/characteristics of the major societies of the classical period.

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

Week Nine (Nov. 2)

Lecture -- Bentley and Ziegler

--Lecture Two -- Ch. 13 -- The Rise of Islam (1)

Seminar -- Ronald Wright, chs. 1 and 2

Week Ten (Nov. 7 & 9)

Lectures -- Bentley and Ziegler

--Lecture One -- Ch. 13 -- The Rise of Islam (2)

--Lecture Two -- Ch. 14 -- East Asia

Seminar -- The Qur'an... (263)

-- Al-Muqadassi... (276)

-- Qur'an on women (to be emailed to class)

Nov 7 -- Hand in Journals (if you chose this option)

Week Eleven (Nov. 14 & 16)

Lectures -- Bentley and Ziegler

--Lecture One -- Ch. 15 -- India and Southeast Asia

--Lecture Two -- Ch. 16 -- The Worlds of Christendom

Seminar -- The Arab Merchant Suleiman... (294)

-- Cosmas Indicopleustes on Trade... (316)

-- *Bhagatavata Purana*... (319)

-- Life on an Early Medieval Manor (342)

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?

Week Twelve (Nov. 21 & 23)

Lectures -- Bentley and Ziegler

--Lecture One -- Ch. 17 -- The Mongol Legacy

--Lecture Two -- Ch. 18 -- African Societies

Seminar – Marco Polo on Mongol Military Tactics (361)

-- Sundiata and the Reconstruction of Niani (378)

-- Ibn Battuta on Muslim Society at Mogadishu (381)

-- Ibn Batuta on Customs in the Mali Empire (441)

November 23, Research Project Due

Week Thirteen (Nov. 28 & 30)

Lectures--Bentley and Ziegler

--Lecture One -- Ch. 19 -- Medieval Europe

--Lecture Two -- Ch. 20 -- The Americas and Oceania

Seminar – Francesco Balducci... (401)

-- Thomas of Celano on St. Francis of Assisi (408)

-- John of Montecorvino on His Mission to China (443)

Week Fourteen (Dec. 5 & 7)

Lectures -- Bentley and Ziegler

--Lecture One -- Ch. 21 -- Cross-cultural Connections

--Lecture Two – Course Wrap-up

Seminar – Wright

Dec 5 -- Review of Wright's Book Due

Dec. 7 -- Final Journal Submission Due

Quiz Three in exam period.

5. Basis of Student Assessment (Weighting)

1. Quizzes	40%
2. Seminars/Participation	10%
3. A. Research Project/Essay	
proposal (mandatory)	5%
article review	10%
paper	25%
B. Journal	30%
article review	10%
4. Review of Wright	10%

1. The Quizzes [10% for the first, and 15% for the 2nd and 3rd] will be non-cumulative, cover both lecture and seminar material, and consist of short-answer and essay questions.

2. For each seminar, student attendance will be monitored. More than 3 absences results in a failing grade for the seminar portion of course requirements. Please consult with me ahead of time if you will be unable to attend. 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?'

The questions to be handed in for each seminar are found at the end of the chosen selections and are the basis for our discussion. You will be called upon to contribute.

3. Project/Paper or Journal (two options).

Option A (Project/Paper)

You will do a research project/essay, due, before the lecture, on **November 23**, 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 may be presented in an alternate style. Read the *Style Guide* carefully to understand standards for researching and writing essays. Late work will not be accepted.

The essay will contain between 1500 and 2500 words (i.e., 7-10 pages). Topics must be chosen by **September 26**.

Assignment and Marking Conditions/Standards

Step 1

By **September 26**, you will submit a proposal (Annotated Bibliography) with a list of sources -- a minimum of 3 books and 2 academic articles, specific to the topic*.

The proposal will follow the following format:

A. Paragraph with Topic Proposal

This paragraph will

--introduce the topic (who, what, when, where – not how or why)

--will explain which question that the paper will answer

--will lay out the approach/style of presentation.

There is no need to formulate a thesis at this point. Theses should be generated by research rather than the other way around. While reference works are important to define a topic, sources used for the essay must be academic books/articles focussed on the topic.

Before choosing books or articles, use reference works to define the topic. Encyclopedias, handbooks, and textbooks, as well as numerous sources in the library's reference section. *Reference works are not to be listed in the bibliography below.*

B. Bibliography

Author. *Title*. Place: Publisher, Date.

e.g., a book

Ellis, Deborah. *Three Wishes, Palestinian and Israeli Children Speak*. Toronto: House of Anansi, 2004

e.g., article

LaViolette, Forrest. "Missionaries and the Potlatch." *Queen's Quarterly* 58 (1951):237-51.

Entries must be alphabetical, double-spaced, and first-line indented. Consult the History Style Guide if you need assistance.

Some suggestions on finding books and articles:

Using the **Camosun library**, find **six books and four articles** either completely devoted to your topic or with substantial references to it. If you have difficulty finding this number, you may wish to widen your topic or select a different one. Since content may not live up to what the titles suggest, it is helpful to look up more titles than you need, locate them in the stacks or on-line, skim them for content, and then select those that best fit the topic. [Camosun has many e-books as well]

C. Once you have narrowed this number down to three books and two articles, write out a summary that will:

Explain why or why not your choices will be useful for an essay on this topic. Usefulness/value is determined by both the author's argument and the work's content. Your mark will be partially determined by the work's usefulness and your assessment of why it is so. Do not say that you simply liked the book or that it covered the topic. Try to figure out the author's point. This will explain why the work is useful. This summary may be written directly underneath the bibliographic entry.

To find academic articles, use the indexes noted in class. It is especially useful to become acquainted with JSTOR. An academic journal is peer-reviewed, well documented (footnotes and bibliography). *National Geographic*, news magazines, *Life*, *Reader's Digest*, and other such popular magazines **are not** appropriate. **The articles must be from respected and established academic journals/periodicals.**

D. Attachments

1. a photocopy of the title page; and the table of contents of each book
2. the 1st page of the articles.

Papers will not be considered unless a proposal is submitted. Late work is not accepted without permission from the instructor.

Note the following. I am willing to entertain proposals that deviate from the above, ones that may include Primary Sources. It is recommended that you maintain communication with me to keep things on track.

Step Two

In a 300 word essay, the student will review one of the two chosen articles. A sample review will be provided. The review will consist of 3 paragraphs (**due October. 24**):

- 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

Step Three

The final product, **due November 23**,

- A. Will include the original proposal, as marked.
- B. It must contain a minimum of 20 footnotes -- the citing of specific information, ideas, or quotes.
- C. It will
 - include a title page with your name, student number, title, course name
 - be double-spaced,
 - have defaulted margins and indented paragraphs
 - have page numbers
 - have justified margins
 - use proper Chicago Manual of Style citation for footnotes or endnotes and its bibliography. *Attached will be a copy of the original proposal.*
- D. 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.
- E. Grammar, spelling, and syntax are critical to a good paper. Marks will be lost for deficiencies in these areas.
- F. 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: regular consultation with me will keep the project on target.

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

Architecture

- sphinx

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

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/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

Option B (Journal)

1. You may choose to keep a journal, responding after each chapter to **one** of the questions from the Study Guide, under the heading, JOURNAL REFLECTION. For each chapter, there are one or more issues to which you may respond. Choose one.

Note: this journal is not the same as a personal one. Instead, your entries must be analytical, intellectual responses and based on two foundations:

--the course material, your texts, readings, and the lectures.

--previous knowledge, intuitive reactions, and feelings about the material

With respect to the latter, it is not simply enough to say that you like or do not like something. Each entry should be 300-400 words. Be precise and to the point but do not over-edit.

Your grade will be based on the following:

--engagement of material

--depth of response

--use of course material

--quality of writing (but not expected to be literary masterpieces)

Please do not merely summarize. Analysis is key.

Hard copies of the entries are due on the assigned dates – **Sept 28, Nov. 7, and Dec 7.**

2. For those choosing this option, you will also submit, **by October 24, an academic journal review.** It will be based on a topic which has especially caught your interest. Consult with your instructor when you have one that interests you. Find an article. See **3C** above for how an article review must be set up and consult the *History Guide* for additional information.

Note: academic articles are peer-reviewed, end-noted/footnoted pieces of academic writing. Newspapers, news magazines, popular journals (*Life* or *National Geographic*, e..g,) are not academic and will not be accepted for this exercise.

4. Review on Wright's book, and analysis of a review.

What is Wright's thesis? Is he correct? 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?' Do the material and times that we have studied this semester support his view that we have the minds of Paleolithic hunters in modern environments? Has civilization been a net loss or gain 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 (deal with potential objections), and a strong conclusion. Use the citation method from our Humanities Web Page *History Guide*.

Find one academic review on Wright's book. Attach it to the assignment and, in your review, include reference to the review and answer the following about it: is it accurate? Why, why not?

Maximum of 1000 words, **due December 5.**

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		1
0-49	F	Minimum level has not been achieved.	0

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> 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> 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> 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.