



HIST 102-002
World Civilizations 1: Pre
1450
2012F

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		
(c)	Location:	Young 323		
(d)	Phone:	370-3347	Alternative Phone:	
(e)	Email:	cbolt@camosun.bc.ca		
(f)	Website:			

2. Course Description and Intended Learning Outcomes

Course Description

Students study historical events in a global context, focusing on the evolution of leading civilizations by identifying major stages in their development. The major characteristics and frameworks of the interaction between peoples and societies around the globe are emphasized.

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. Discussions 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 link to useful and entertaining material. You are not required to use it but it may help you understand the material better.

http://highered.mcgraw-ill.com/sites/0073385646/student_view0/index.html

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 historical style. 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 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.

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

Finally, refer many times to the Introductions and Conclusions for each of the four Parts of the course. They are invaluable. If you master their content, you will be well on the way to success in this course.

4. Course Content and Schedule

Week One (Sept. 6)

Introduction to Course
Bentley and Ziegler
--Ch. 1 -- **Before History**

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 complex.

Week Two (Sept. 13)

Bentley and Ziegler
--Ch. 2 -- **Southwest Asia**
--Ch. 3 -- **Early African Societies**

Discussion -- Epic of Gilgamesh, Gen 1-3, 6-7 (emailed to class and on-line). Why did the inhabitants of Uruk call upon the gods for help? What is their answer? What kind of man is Enkidu, and what is fate? How does Gilgamesh react, and what does he learn from Utnapishtim? about life generally? How do the Biblical stories compare to those in the epic?

Week Three (Sept. 20)

Bentley and Ziegler
--Ch. 4 -- **South Asia**
--Ch. 5 -- **China in Antiquity**

Discussion --The great Hymn to Aten (64)
-- The Osirian Cycle (also emailed)

<http://www.theologywebsite.com/etext/egypt/osiris.shtml>

What lessons are learned from this myth?

- The *Rig Veda* on the Origin of Castes (79)
- The *Mundaka Upanishad* (82)
- Family Solidarity in China (98)

Are any of these more or less ‘religious’ than the others?

PART TWO -- THE FORMATION OF CLASSICAL SOCIETIES

Classical societies have had lasting legacies, religiously, politically, economically, and geopolitically. They are larger than previous ones and the issues raised by the diversity of their populations as well as the answers given to deal with these issues have persisted till the present. We are the 'offspring of the classical age.'

1. What distinguishes classical societies from earlier complex societies?
2. What are the lasting legacies listed above?
3. Is this era the beginning of 'globalization'? How or why?

Week Four (Sept. 27)

Bentley and Ziegler

--Ch. 7 -- **Persia**

--Ch. 8 -- **The Unification of China**

Discussion --Zarathustra on Good and Evil (144)

– Confucius on Good Government (152)

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

Hand in Project Proposals and first Journal entries

Week Five (Oct. 4)

Bentley and Ziegler

--Quiz One (chs. 1-5, 7,8)

--Ch. 6 -- **Americas and Oceania**

Discussion – The Voyage of Ru (122)

Week Six (Oct. 11)

Bentley and Ziegler

– Ch. 9 – **India**

--Ch. 10 -- **The Greeks**

Discussion – Ashoka as a teacher ... (183)

-- Caste Duties... (185)

-- Socrates View of Death (205)

-- Buddha (emailed to class and on reserve)

What questions do not lead to edification? Why not?

Week Seven (Oct. 18)

Bentley and Ziegler

--Ch. 11 -- **The Romans**

--Ch. 12 -- **The Silk Roads**

Discussion – Tacitus on Corruption.... (220)

--Jesus' Moral and Ethical Teachings (228)

--Augustine on sin (emailed)

--St Cyprian on Epidemic Disease (244)

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

Week Eight (Oct. 25)

Bentley and Ziegler

--Ch. 13 -- **The Rise of Islam**

Discussion – The Qur'an on Allah (God)... (263)

-- The Qur'an on women (emailed to the class)

-- Al-Muqadassi... (276)

Article Review Due

Week Nine (Nov. 1)

Bentley and Ziegler

--Ch. 14 -- **East Asia**

--Ch. 15 -- **India and Southeast Asia**

Discussion – The Poet Du Fu on Tang Dynasty Wars (286)

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

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

-- The Bhagavata Purana... (319)

Journal Entry Two due

Week Ten (Nov. 8)

Quiz Two (ch. 9-15)

Discussion

Ronald Wright, chs. 1 and 2

Paper/project issues

Week Eleven (Nov. 15)

Bentley and Ziegler

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

--Ch. 19 – **The Increasing Influence of Europe**

Discussion – The wealth and commerce of Constantinople (341)

-- Life on an Early Medieval Manor (342)

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

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

What do these documents reveal about the nature of European society at this time? Compared to East Asian, Indian, and Mediterranean societies was Europe ‘backwards?’ Disorganized? How were these societies different? Account for the differences?

Research Project due

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 mark the transition from post-classical to modern times? How did it set the stage for the modern era of world history?

Week Twelve (Nov. 22)

Bentley and Ziegler

-- Ch. 17 – **Nomadic Empires and Eurasian Integration**

Discussion – William of Rubrick... (356)

-- Marco Polo on Mongol Military Tactics (361)

What does this chapter and these documents reveal about the nature of Mongol and African societies? Compared to East Asian, Indian, Middle Eastern, and Mediterranean societies, were these areas ‘backwards?’ Disorganized? Are there backward & advanced societies, or is this ethnocentric?

Week Thirteen (Dec. 1)

Bentley and Ziegler

--Ch. 18 -- **African Societies**

--Ch. 20 -- **The Americas and Oceania**

Discussion -- Sundiata and the Reconstruction of Niani (378)

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

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

-- Mexica’s expectation of boys and girls (420)

-- Mo-ikeha’s Migration.... (431)

Week Fourteen (Dec. 8)

Bentley and Ziegler

--Ch. 21 -- **Cross-cultural Connections**

-- F B Pegolotti..... (401)

Discussion -- Wright

Final Journal Submission Due

Review of Wright’s Book Due

5. Basis of Student Assessment (Weighting)

1. Quizzes	40%
2. Discussions/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, 15% for the next two) will be non-cumulative, cover both lecture and seminar material, and consist of both short-answer and essay questions.

2. Discussion/Participation. For each class, student attendance will be monitored. **More than three absences** results in a failing grade for the participation/discussion portion of course requirements. Please consult with me if you are 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 are the author's biases and assumptions? What view of life and the world emerges from the source, i.e., the author's perspective on the 'meaning of life?'

The questions for you to answer are found at the end of the primary sources chosen or in the syllabus. They must be handed in at the end of each class.

3. Research Project/Essay or Journal Options

Option A.

The research project/essay option is due, before the lecture, on **November 15**, on one of the topics listed below. 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 27**.

Assignment and Marking Conditions/Standards

Step 1

By September 27, 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. Use 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. They are only used to start a project, not for the actual research itself.

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 for assistance.

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 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 simply that you liked the book or that it covered the topic. Figure out the author's point. This explains why the work is useful. The 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 Academic Search Complete and 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 will entertain proposals that deviate from the above, ones that may include Primary Sources. Maintain regular 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 25**):

- 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 15,**

A. Will include the original proposal, as marked.

B. Must contain a minimum of 20 footnotes -- the citing of specific information, ideas, or quotes.

C. 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 emailed, 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

--Baghdad

--Medieval Cathedrals

--first universities

--*parsi* community in India

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

Apology/Sermon

--Socrates

--comparative - one of following to another from this list

--Hinduism

--Islam

--Judaism

--Christianity

--Greek philosophy

--Buddhism

--Sikhism

--Stoicism

--Epicureanism

--any other

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

Option B.

1. You may choose to keep a journal, responding to **one** of the questions from the Study Guide, found under the heading, JOURNAL REFLECTION.

Note: this journal is not the same as an academic or personal one. Your entries must be analytical, intellectual responses, based on two foundations:

- the course material, your texts, discussion readings, and the lectures.
- your previous knowledge, intuitive reactions, and feelings about the material

With respect to the latter, it is not enough to say that you like or do not like something. Each entry should be about a page long, that is, about 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 (not expected to be literary masterpieces)

The entries may be handwritten or printed but hard copies are due on the assigned dates – **Sept 27, Nov 1, and Dec 6.**

2. For those choosing this option, you will also submit, by **Oct. 25, an academic journal review**. It will be based on a topic from a list of articles which I will make available. 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- or /footnoted pieces of academic writing. Newspapers, news magazines, popular journals (*Life* or *National Geographic*, e.g.) are not academic.

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 (which means dealing with potential objections), and a strong conclusion. Use the citation method from our Humanities Web Page *History Guide*.

Find an academic review on Wright's book. Attach it to the assignment and, in your review, answer the following: is it accurate? why or why not?

Maximum of 1000 words, **due December 6.**

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

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.