



HIST 102-001

World Civilizations 1: Pre 1450

2013F

1. Instructor Information

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2. 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.

3. Required Materials

1. *Traditions and Encounters*, Jerry H. Bentley & Herbert Ziegler (background readings)
2. *A Short History of Progress*, Ronald Wright.
3. Outlines for each chapter – this will open the link to each chapter’s outline
http://glencoe.mcgraw-hill.com/sites/0024122010/student_view0/chapter1/
4. Study Guide – to be sent in the first week
5. 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/0073385646/student_view0/index.html

There are two lectures each week, one each on Monday and Wednesday, based on *Traditions and Encounters* as well as the Outlines and Study Guide.

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. 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 of your readings, always consider both the tradition you are studying and 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. Refer frequently to the Introductions and Conclusions for each of the 4 Parts of the course. If you master their content, you will be well on the way to success in this course.

Finally, at registration, you selected a seminar, either on Monday or Wednesday. Seminars are based on material from the textbook (Primary Sources), provided on line, or sent to you in an email. Questions for seminars are included in the syllabus or at the end of the readings assigned from the text. Short answers to these questions 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*.

4. Course Content and Schedule

Week One (Sept. 4)

Introduction -- **About Human Origins**

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

What distinguishes complex societies from those without those forms, that is, those which are not complex, both earlier and later? List ten characteristics which make them innovative.

Week Two (Sept. 9 & 11)

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? Why? How does Gilgamesh react,

and what does he learn from Utnapishtim? about life generally?

How do the Genesis accounts compare to that in the epic?

Week Three (Sept. 16 & 18)

Lectures -- Bentley and Ziegler

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

--**Lecture Two** – **Doing Research, Writing, etc.**

Seminar – The great Hymn to Aten (64)

-- The Osirian Cycle (to be emailed)

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

What lessons are learned from this myth?

Week Four (Sept. 23 & 25)

Lectures -- Bentley and Ziegler

--**Lecture One** -- Ch. 4 -- **South Asia**

--**Lecture Two** -- Ch. 5 -- **China in Antiquity**

Seminar -- Peasant's Protest (96)

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

-- The *Mundaka Upanishad* (82)

-- Family Solidarity in China (98)

Sept 23 -- Proposal for those doing a paper

Sept 25 -- Journals (if you chose this option)

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 Five – Monday - (Sept. 30)

Lecture -- Ch. 7 **Persia**

Seminar – Zarathustra on Good and Evil (144)

--Confucius on Good Government (152)

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

--Sima Qian- <http://www.humanistictexts.org/simaqian.htm>

What kind of an historian was Sima Qian

Week Five – Wednesday - (Oct. 2)

Lecture -- **Quiz One** (covers chapters 1-5, 7),

No seminar

Week Six (Oct. 7 & 9)

Lectures -- Bentley and Ziegler

--**Lecture One** – Ch. 8 -- **The Unification of China**

--**Lecture Two** – Ch. 9 -- **India**

Seminar – Monday - October 7

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

--Caste Duties... (185)

--Buddha – *Questions Which Tend not to Edification* (to be emailed to class)

Seminar – Wednesday - October 9

--Confucius on Good Government (152)

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

--Sima Qian- <http://www.humanistictexts.org/simaqian.htm>

What kind of an historian was Sima Qian

Week Seven (Oct. 14 & 16)

Lectures -- Bentley and Ziegler

--**Lecture One** -- Thanksgiving -- **Holiday**

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

Seminar – Wednesday – October 16

– Zarathustra on Good and Evil (144)

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

--Caste Duties... (185)

--Buddha – *Questions Which Tend not to Edification* (to be emailed to class)

Week Eight (Oct. 21 & 23)

Lectures -- Bentley and Ziegler

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

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

Seminar – Arrian on Alexander (199)

--Socrates View of Death (205)

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

--Jesus' Moral and Ethical Teachings (228) (see Matthew 5-7)

--St Cyprian on Epidemic Disease (244)

Oct. 21 Article Review Due for all

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

This section 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 (Oct 28 & 30)

Lectures -- Bentley and Ziegler

--**Lectures One** - Ch. 13, pp. 246-52, readings pp. 263 and 276

The Rise of Islam

--**Lecture Two** – Ch. 14 – **Empire in East Asia**

Seminar – AV presentation on Islam

Week Ten (Nov. 4 & 6)

Lectures -- Bentley and Ziegler

--Lecture One – Chs. 15 - **India and Southeast Asia**

--Lecture Two – **Quiz Two, chs. 7-15**

Seminar - Ronald Wright, chs. 1 and 2

Nov 4 -- Hand in Journals (if you chose this option)

Week Eleven (Nov. 11 & 13)

Lectures – Bentley and Ziegler

--**Lecture One** - No class -- Remembrance Day

--**Lecture Two** – chs. 6 & 20 - **Americas and Oceania**

Seminar – Combined – Americas

Nov. 13 - Assignment on Americas to be handed in, discussed in class.

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. 18 & 20)

Lectures -- Bentley and Ziegler

--**Lecture One** – Ch. 16, p. 246-52 – **Worlds of Christendom**

--**Lecture Two** - Ch. 17 -- **The Mongol Legacy**

Seminar – The Wealth and commerce of Constantinople (341)

-- Life on an Early Medieval Manor (342)

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

November 20, Research Project Due

Week Thirteen (Nov. 25 & 27)

Lectures--Bentley and Ziegler

--**Lecture One** -- Ch. 18 -- **African Societies**

--**Lecture Two** – Ch. 19 -- **Medieval Europe**

Seminar – Marco Polo on Mongol Military Tactics (361)

-- Francesco Balducci... (401)

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

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

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

Week Fourteen (Dec. 2 & 4)

Lectures -- Bentley and Ziegler

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

--Lecture Two – **Looking Back and Looking Forward**

Seminar – Wright

Dec 2 – Questions on Wright due

Dec. 4 -- 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)	05%
article review	10%
paper	25%
B. Journal	30%
article review	10%
4. Questions on Americas/Oceania	05%
Questions on Wright	05%

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 may consist of identifications, short-answer questions, and shorts essays.

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 (not to be handed in) 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?'

For each seminar, you are to hand in answers to the questions found at the end of the chosen selections or in the syllabus. These form the basis for our discussions. 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 20**, 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 23**.

Assignment and Marking Conditions/Standards

Step 1

By **September 23**, 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 – Follow the *Chicago Manual of Style*.

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 second-line indented. Consult the History Style Guide or Rampolla 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 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.

NOTE

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

If you wish to submit a proposal that deviates from the above, including one with Primary Sources, be sure to contact me. In fact, it is recommended that you maintain regular communication with me to keep things on track.

Step Two (due October. 21):

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

- 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 (due November 20,

The final project/paper

- A. Will include the original proposal, as marked.
- B. Must contain a minimum of 20 footnotes - citing of specific information, ideas, or quotes.
- C. Will
 - attach a copy of the original proposal
 - include a title page with your name, student number, title, course name
 - be double-spaced,
 - have defaulted margins and indented paragraphs
 - have page numbers
 - use *Chicago Manual of Style* for footnotes/endnotes and bibliography
- D. Will exemplify good grammar, spelling, and syntax. Marks will be lost for deficiencies in these areas.

Finally

- A. Two copies of the essay must be handed in, one emailed and to be kept on file for five years, the other (graded) to be handed back to the student
- B. 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.

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/philosophies, one of the following to another on list
Hinduism
Islam
Judaism
Christianity
Greek philosophy
Buddhism
Sikhism
Stoicism
Epicureanism
Or any other

Option B (Journal)

1. You may choose to keep a journal, responding for **each chapter, except chapters 6 and 20**, to ***one*** of the questions from the Study Guide, under the heading, *JOURNAL REFLECTION*.

Note: this journal is **not** a personal one. Instead, your entries are analytical, intellectual responses, 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. Figure out why. Each entry should be 300-400 words, precise and to the point, but not over-edited.

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 **Sept 25, Nov. 4, and Dec 4.**

2. For those choosing this option, you will also submit, **by October 21, an academic article review**. It will be based on a topic from a list of articles which I will make available. See **3C** above for setting up an article review. Consult the *History Guide* for additional information.

Note: an academic article is peer-reviewed, end- or foot-noted academic writing. Newspapers, news magazines, popular journals (*Life* or *National Geographic*, e.g.) are not academic.

4. Questions on the Americas & on Wright's *A Short History of Progress*

Questions on the Americas exercise is due **Nov.13**. This exercise will cover chs. 6 & 20 and will include the Primary Sources readings in them.

Questions on Wright exercise is due **December 2**. Details for both will be provided several weeks in advance.

Some considerations to think about when reading Wright:

--Is his theory valid? Think of the whole world (the Americas, Asia, Europe, southwest Asia, Africa, the Islands), including the 'peripheral' people

--the 'progress trap'

--minds of Paleolithic hunters in modern environments

--civilization as a net loss (or gain) for most people

--role(s) of religion and ideology in societies (Easter Island)

--Is he an environmental determinist?

All assignments are due in class, before class begins, on assigned dates.

6. 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.

7. 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.