



# HIST 102-001

## World Civilizations 1: Pre 1450

### 2014F

### 1. Instructor Information

(a)	Instructor:	Clarence Bolt		
(b)	Office Hours:	MW – 10:30-12:00, Th. 4:30-5:20		
(c)	Location:	Young 323		
(d)	Phone:	250-370-3347		
(e)	Email:	cbolt@camosun.bc.ca		

### 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/](http://glencoe.mcgraw-hill.com/sites/0024122010/student_view0/chapter1/)
4. Study Guide – to be sent in the first week
5. Student site created by the publisher - links you to useful and entertaining material, not required to be used but helpful to understand material better.

[http://highered.mcgraw-hill.com/sites/0073385646/student\\_view0/index.html](http://highered.mcgraw-hill.com/sites/0073385646/student_view0/index.html)

### Lectures

Two lectures each week, one each on Monday and Wednesday, are based on *Traditions and Encounters*, the Outlines, and the Study Guide. To gain the most from lectures, read the assigned readings before class, paying attention to main

themes and terms. Underline, take notes, and whatever else helps you to remember what you read.

*How you read is as important as what you read.* History readings may differ from what you are used to so take time to get used to historical style. Rather than getting bogged down in ‘details,’ try first to read conceptually, looking for the ‘big picture’ and paying attention to **how** the authors use specific information.

*Read the material twice* – first to scan for the overall picture, second 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.

*Always remember the textbook title*, considering **1. the tradition** you are studying and **2. how it encounters other traditions**. Beside you, as you read, keep the **Outlines** of the chapters (which function also as outlines for lectures) and the **Guide** questions. Take the **Outlines** and **Guide Questions** with you to class. Ask questions in class about unclear information.

*Attend to the timelines in both the text and on the website.* They are helpful visual representations of the material. Refer frequently to the **Introductions and Conclusions** for the **4 Parts** of the course. If you master their content, you will be well on the way to success in this course.

## **Seminars**

At registration, you selected a Monday or Wednesday seminar. They use material from the textbook (Primary Sources), online sources, or are 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 or emailed to the instructor **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. 3)**

Introduction – Course described

### **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. 8 & 10)**

**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. 15 & 17)**

**Lectures** -- Bentley and Ziegler

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

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

**Seminar** – The Great Hymn to Aten (64)

--Hammurabi's Laws... (36)

-- The Osirian Cycle (to be emailed)

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

What lessons are learned from this myth?

### **Week Four (Sept. 22 & 24)**

**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 22 -- Proposal for those doing a paper**  
**Sept 24 -- 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. 29)**

**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. 1)**

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

**No seminar**

### **Week Six (Oct. 6 & 8)**

**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. 13 & 15)**

**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. 20 & 22)**

**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. 20 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 27 & 29)**

**Lectures** -- Bentley and Ziegler

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

**The Rise of Islam**

--Lecture Two – AV presentation on Islam

**Seminar** – Readings from the Qur'an (link/email)

### **Week Ten (Nov. 3 & 5)**

**Lectures** -- Bentley and Ziegler

--Lecture One – Ch. 14 – Empire in East Asia

--Lecture Two – Ch. 15 - India and Southeast Asia

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

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

--Cosmo Indicopleustes on trade in Southern India (316)

--The Bhagavata Purana on Devotion to Vishnu (319)

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

### **Week Eleven (Nov. 10 & 12)**

**Lectures** – Bentley and Ziegler

--Lecture One - Quiz Two, chs. 7-15

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

**Seminar** – Ronald Wright, chs. 1 and 2

## **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. 17 & 19)**

**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 19, Research Project Due**

### **Week Thirteen (Nov. 24 & 26)**

**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. 1 & 3)**

**Lectures** -- Bentley and Ziegler

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

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

**Seminar** – Wright

**Dec 1 – Questions on Wright due**

**Dec. 3 -- Final Journal Submission Due**

**Quiz Three in exam period.**

## **5. Basis of Student Assessment (Weighting)**

1. Quizzes	40%
2. Seminars/Participation	15%
3. A. Research Project/Essay	
proposal (mandatory)	05%
article review	10%
paper	25%
B. Journal	30%
article review	10%
4. Questions on Wright	05%

## **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 Equivalency	Point
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](http://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.