



# HIST 102-001

## World Civilizations 1: Pre 1450

### 2015F

### 1. Instructor Information

(a)	Instructor:	Clarence Bolt		
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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/](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, one each on Tuesday and Thursday, 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 do whatever else helps you to remember what you read.

## **HINTS:**

**A.** *How you read is as important as what you read.* History readings may be unfamiliar; take time to get used to historical style. *Read the material twice* – 1<sup>st</sup> to scan for the ‘big picture’ and major concepts rather than ‘details,’ 2<sup>nd</sup> to focus on ‘details’ relevant to the big picture. Take time to think about the material. Critical reading cannot be done at the last minute, whether just before class or before a test.

**B.** *Always remember the two concepts in the textbook title:*

- 1. the tradition** covered in each chapter and
- 2. how that tradition encounters other traditions.**

**C.** *Beside you, as you read, keep beside you the **Outlines** of the chapters (the basis for lectures) and the **Guide Questions**.* Bring both to class, where you can ask questions about unclear information.

**D.** *Attend to timelines, both in the text and on the website.* They help you to visualize the material. Refer often to the **Introductions** and **Conclusions** for the **4 Parts** of the course. If you understand these, you will be well on the way to success in this course.

## **Seminars**

At registration, you selected a Tuesday or Thursday seminar, where we will cover material from the textbook (Primary Sources), online sources, or documents sent to you in an email (see syllabus).

*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. 8 and 10)

- Lectures – Introduction, Bentley and Ziegler
  - Lecture One -- Course described
  - Lecture Two -- Ch. 1 – Before History
- Seminar - Doing history

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

What distinguishes complex societies from those which are not complex, both earlier and later? List ten characteristics which make them innovative.

## Week Two (Sept. 15 and 17)

- Lectures -- Bentley and Ziegler
    - Lecture One -- Ch. 2 -- Southwest Asia
    - Lecture Two -- Ch. 3 -- Early African Societies
  - Seminar – Epic of Gilgamesh, Genesis 6-7 (Bible - emailed to class)
    - The Great Hymn to Aten (64)
    - The Osirian Cycle (emailed to class)
- <http://www.theologywebsite.com/etext/egypt/osiris.shtml>

Who was Enkidu and how was he ‘civilized?’ Describe his relationship with Gilgamesh. What does Gilgamesh learn about life (from Utnapishtim)? Compare the Genesis (Bible) flood account with that in the E of Gilg., noting the cause of the flood as well as the view of gods and of humans. What do the Great Hymn and the Osirian Cycle teach about Egyptian gods and about the nature of humans? Compare to Gilgamesh and Genesis.

## Week Three (Sept. 22 & 24)

- Lectures -- Bentley and Ziegler
  - Lecture One -- Ch. 4 -- South Asia
  - Lecture Two -- Ch. 5 -- China in Antiquity
- Seminar -- The *Rig Veda* on the Origin of Castes (79)
  - The *Mundaka Upanishad* (82)
  - Peasant’s Protest (96)
  - Family Solidarity in China (98)

**Sept 22 -- Proposal for those doing a paper**

**Sept 24 -- Journals (if you chose this option) – Chapters 1-5**

## Week Four (Sept. 29 & Oct 1)

- Lectures -- Bentley and Ziegler
  - Lecture One -- Ch. 6 – The Americas
  - Lecture Two – Doing History – Research, Papers, Quizzes
- Seminar – The Voyage of Ru (122)
  - The origins of Native Americans

<http://news.nationalgeographic.com/news/2013/11/131120-science-native-american-people-migration-siberia-genetics/>

What implications for our understanding of the Americas may this finding have? Does it change anything?

## **PART TWO – THE FORMATION OF CLASSICAL SOCIETIES**

The Classical world's large and diverse populations raised religious, political, economic, and geopolitical questions whose answers have remained relevant till the present. In a true sense, we remain the 'offspring of the classical age.'

1. What distinguishes classical societies from earlier complex societies?
2. What are the era's lasting religious, political, economic, and geopolitical legacies?
3. Is this era the beginning of 'globalization'? How or why?

### **Week Five – (Oct. 6 & 8)**

**Lectures** – Bentley and Ziegler

--Lecture One – Quiz One

--Lecture Two - Ch. 7 Persia

**Seminar** – Zarathustra on Good and Evil (144)

--Cyrus Cylinder (emailed to class)

How does Cyrus see himself? His empire? His relationship to the Gods? How is he multi-cultural?

### **Week Six (Oct. 13 & 15)**

**Lectures** -- Bentley and Ziegler

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

--Lecture Two – Ch. 9 -- India

**Seminar** – 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

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

--Caste Duties... (185)

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

Define edification. Why are these questions not edifying? What is ultimately edifying?

### **Week Seven (Oct. 20 & 22)**

**Lectures** -- Bentley and Ziegler

--Lecture One -- Ch. 10 -- The Greeks

--Lecture Two -- Ch. 11 -- The Romans

**Seminar** –Arrian on Alexander the Great (199)

--Socrates View of Death (205)

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

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

--St Cyprian on Epidemic Disease (244)

## **Oct. 20 Article Review Due for all**

### **PART THREE - 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 Eight (Oct 27 & 29)**

**Lectures** -- Bentley and Ziegler

--**Lecture One – Ch. 12 -- The Silk Roads**

--**Lecture Two - Quiz 2**

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

What is the 'progress trap'? Are humans a 'parasite' specie?

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

**Lectures** – Bentley and Ziegler

--**Lecture One – Ch. 13, The Rise of Islam**

--**Lecture Two** -- AV presentation on Islam

**Seminar** – The Qur'an (263)

--Readings from the Qur'an (emailed to class)

What are our media's stereotypes of Islam? What do the readings show about the relationship between Islam and Judaism/Christianity? What are the rules for 'fighting'? What does Sura 24 suggest about the relationship between men and women?

#### **Nov 5 -- Hand in Journals for Chs. 6-13**

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

**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)

-- Al-Muqaddasi on Iraq.... (276)

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

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

#### **Week Eleven (Nov. 17 & 19)**

**Lectures** – Bentley and Ziegler

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

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

**Seminar** – Life on an Early Medieval Manor (342)

-- Marco Polo on Mongol Military Tactics (361)

## **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?
3. Examine the changed role for the European area in this era.

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

Lectures -- Bentley and Ziegler

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

--Lecture Two – Ch. 20 – Americas & Oceania

Seminar – Ibn Battuta on Muslim Society at Mogadishu (381)

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

--Mexica Expectations of boys and girls (420)

--Mo'ikeha's Migration from Tahiti to Hawaii (431)

**November 19, Research Project Due**

### **Week Thirteen (Dec. 1 & 3)**

Lectures--Bentley and Ziegler

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

--Lecture Two – Ch 21 Cross-cultural Connections -1

Seminar --Francesco Balducci... (401)

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

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

**Nov 26 – Final Journal Submission Due, chs. 14-21**

### **Week Fourteen (Dec. 8 & 10)**

Lectures -- Bentley and Ziegler

--Lecture One – Ch. 21 -- Cross-cultural Connections - 2

--Lecture Two – Looking Back and Looking Forward

Seminar – Wright

**Dec 8 – Assignment on Wright due**

**Quiz Three in exam period.**

## 5. Basis of Student Assessment (Weighting)

1. Quizzes	45%
2. Seminars/Participation	15%
3. A. Research Project/Essay	
<b>Step 1</b> - proposal (mandatory)	05%
<b>Step 2</b> - article review	05%
<b>Step 3</b> - paper	25%
B. Journal	30%
article review	05%
4. Questions on Wright	05%

**1. The Quizzes** [10% for the first, and 15% for the 2<sup>nd</sup>, and 20% for the 3<sup>rd</sup>] will be non-cumulative, cover both lecture and seminar material, and may consist of identifications, short-answer questions, and short essays.

**2. For each seminar**, attendance will be monitored; more than 3 absences results in a failing grade for the Seminar/Participation part of the course. Please advise me ahead of time if unable to attend. Answers to the following questions (**not to be handed in**) aid in understanding the seminar material.

For each Primary sources, consider the following

- i. Who created the source, and why? When?
- ii. Who was the likely audience? Does that shape what was written?
- iii. What were the author's biases and assumptions? What view of life and the world (the 'meaning of it all') emerges from the source?

For each seminar, you are to hand in answers to the questions found at the end of the chosen selections from *Traditions and Encounters* or in the syllabus for those which I have emailed to you. These questions form the basis for our discussions, to which you will be called on to contribute.

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

### Option A (Project/Paper)

You will do a research project/essay, consisting of between 1500 and 2500 words (i.e., 7-10 pages).due, before class, **November 19**, 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.

The topic must be chosen by **September 22**. Late work will not be accepted.

## **Assignment and Marking Conditions/Standards**

### **Step 1**

By **September 22**, 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 (Camosun has e-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, widen your topic or select a different one. Since content may not live up to what the titles suggest, always 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.

**C. Once you have narrowed this number down to the best 3 books and 2 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.



Figure out the author's point. This will explain why the work is useful. The summary may be written directly beneath the bibliographic entry.

To find academic articles, use the indexes noted in class especially **Academic Search Complete** and **JSTOR**. An academic journal is peer-reviewed and well documented (footnotes and bibliography). *National Geographic*, news magazines, *Life*, *Reader's Digest*, and other 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 1<sup>st</sup> page of the articles.

**NOTE:** 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.

--**Papers will not be considered without a proposal.**

--**Late work is not accepted without permission from the instructor.**

#### **Step Two (due October. 20):**

In 300 words, review one of the two chosen articles (sample review to be provided). The review will consist of **3 paragraphs**, be **double-spaced**, and include a **full bibliographic citation**.

- 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 19),**

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. The completed project/paper will be handed in and

- A. Will include original proposal, as marked.
- B. Will be no longer than 2500 words (approx. 7-8 pp).
- C. Will have a thesis, supported by evidence, analysis of alternative interpretations, and a conclusion summarizing why the chosen interpretation fits the evidence best.
- D. Will embody the following characteristics in the presentation:
  - title page with name, student number, title, course name
  - double-spacing
  - no headings
  - indented paragraphs
  - page numbers
  - minimum of 20 footnotes - citing of specific information, ideas, or quotes, following the lead of the *Chicago Manual of Style* for footnotes/endnotes and bibliography
  - good grammar, spelling, and syntax. Marks will be lost for deficiencies in these areas.
- E. Two copies of the essay must be presented, one emailed (kept on file for five years), the other to be graded and handed back to the student

**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

- 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. Instead of a paper/project, you may choose to keep a journal, responding for **each chapter, to one** of the questions from the Study Guide, under the heading, *JOURNAL REFLECTION*. This journal is **not** a personal diary. 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 due **Sept 24 (chs. 1-5), Nov. 5 (chs 6-13), and Nov. 26 (chs. 14-21).**

2. For those choosing this option, you will also submit, **by October 20, an academic article review**. It will be based on a topic from a list of articles which I will make available. See **3 Step 2** (above) for setting up an article review. Consult the *History Guide* for additional information.

Note: 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. Wright's *A Short History of Progress***

Some considerations to think about when reading Wright:

- What is his theory and is it valid? Think of the whole world (the Americas, Asia, Europe, southwest Asia, Africa, the Islands), including the 'peripheries'
- 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?

#### **The Assignment – Due December 8.**

In 300 words or less, compare/contrast 2 reviews (to be given ahead of time) on the book. Summarize each and state how they differ. Which is the most accurate? Why?

**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](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.