

	<p>HIST 102-001 World Civilizations 1: Pre 1450 2016F</p>
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1. Instructor Information

(a)	Instructor:	Clarence Bolt		
(b)	Office Hours:	TuTh – 1:00-2:00, Th 5:00-5:30		
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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. 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

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* – 1st to scan for the ‘big picture’ and major concepts rather than ‘details,’ 2nd 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 sections, you will be well on the way to success in this course.

Seminars

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

Questions for seminars are at the **end of the readings** assigned from the text or, in the case of those emailed to you, the questions are **in the syllabus**. 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. 6 and 8)

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. 13 and 15)

Lectures -- Bentley and Ziegler

--Lecture One -- Ch. 2 -- Southwest Asia

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

Seminar

1. Epic of Gilgamesh, Genesis 6-7 (Bible - emailed to class)

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 & the view of gods and humans.

2. a. The Osirian Cycle (emailed to class)

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

2. b. The Great Hymn to Aten (64) – see question in textbook

2a and 2b Question to answer: What do the Osirian Cycle and the Great Hymn teach about Egyptian gods and about the nature of humans? Compare to Gilgamesh and Genesis.

Week Three (Sept. 20 & 22)

Lectures -- Bentley and Ziegler

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

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

Seminar

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

2. The *Mundaka Upanishad* (82)

3. Peasant’s Protest (96)

4. Family Solidarity in China (98)

Sept 20 -- Proposal for those doing a paper

Sept 22 -- Journals (if you chose this option) – Chapters 1-5

Week Four (Sept. 27 & 29)

Lectures -- Bentley and Ziegler

-- Lecture One -- Ch. 6 -- The Americas

-- Lecture Two -- Quiz 1

Seminar

1. 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?

2. Zarathustra on Good and Evil (144)

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. 4 & 6)

Lectures – Bentley and Ziegler

--Lecture One – Ch. 7 - Persia

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

Seminar

1. Cyrus Cylinder (emailed to class)

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

2. Confucius on Good Government (152)

3. Laozi on Living in Harmony with Dao (155)

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

What kind of an historian was Sima Qian

Week Six (Oct. 11 & 13)

Lectures -- Bentley and Ziegler

--Lecture One – Ch. 9 -- India

--Lecture Two – Ch. 10 -- The Greeks

Seminar

1. Caste Duties... (185)

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

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

3. Arrian on Alexander the Great (199)

4. Socrates View of Death (205)

Week Seven (Oct. 18 & 20)

Lectures -- Bentley and Ziegler

--Lecture One – Ch. 11 -- The Romans

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

Seminar

1. Tacitus on Corruption.... (220)

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

3. St Cyprian on Epidemic Disease (244)

4. St Augustine (emailed)

How does Augustine view original sin? Why is this an important concept

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 25 & 27)

Lectures -- Bentley and Ziegler

--Lecture One – The Four Great Classical Revolutions

--Lecture Two - Quiz 2

Seminar - Ronald Wright, chs. 1 and 2

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

Week Nine (Nov. 1 & 3)

Lectures – Bentley and Ziegler

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

--Lecture Two -- AV presentation on Islam

Seminar

The Qur'an (263) and Readings 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 3 -- Hand in Journals for Chs. 6-13

Week Ten (Nov. 8 & 10)

Lectures -- Bentley and Ziegler

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

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

Seminar

1. The Poet Du Fu on Tang Dynasty Wars (286)

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

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

4. Cosmo Indicopleustes on trade in Southern India (316)

Week Eleven (Nov. 15 & 17)

Lectures – Bentley and Ziegler

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

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

Seminar

1. Wealth and Commerce of Constantinople (341)

2. Life on an Early Medieval Manor (342)

3. Marco Polo on Mongol Military Tactics (361)

4. Medieval Charter (emailed to class)

What makes this charter revolutionary in the context of its time? What does it show about where towns and cities fit into the medieval order?

November 17 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?
3. Examine the changed role for the European area in this era.

Week Twelve (Nov. 22 & 24)

Lectures -- Bentley and Ziegler

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

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

Seminar

1. Ibn Battuta on Muslim Society at Mogadishu (381)

2. Ibn Battuta on Customs in the Mali Empire (441)

3. Mexica Expectations of boys and girls (420)

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

Week Thirteen (Nov. 29 & Dec. 1)

Lectures--Bentley and Ziegler

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

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

Seminar

1. Francesco Balducci... (401)

2. John of Montecorvino on His Mission to China (443)

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

4. Thomas Aquinas emailed

Dec. 1 – Final Journal Submission Due, chs. 14-21

Week Fourteen (Dec. 6 & 8)

Lectures -- Bentley and Ziegler

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

--Lecture Two -- Looking Back and Looking Forward

Seminar

Wright – due assignment discussed

Dec 6 – Assignment on Wright due

5. Basis of Student Assessment (Weighting)

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

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.