



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Humanities**

**HIST-102-001**  
**World Civilizations 1: Pre 1450**  
**Fall 2019**

**COURSE OUTLINE**

---

The course description is online @ <http://camosun.ca/learn/calendar/current/web/hist.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

---

**1. Instructor Information**

(a) Instructor	Dr. Christian Lieb
(b) Office hours	Monday and Wednesday 12:30-1:30 and 2:30-3:30 & Tuesday 4:30-6:00
(c) Location	Young 323 (Lansdowne)
(d) Phone	250-370-3363
(e) E-mail	LiebC@camosun.bc.ca
(f) Website	<a href="http://camosun.ca/learn/programs/history/">http://camosun.ca/learn/programs/history/</a>

**2. 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.

### 3. Required Materials

- (a) Pollard, Rosenberg, Tignor, et al., *Worlds Together, Worlds Apart: A History of the World from the Beginnings of Humankind to the Present. With Sources, Vol. 1* (2<sup>nd</sup> Ed. New York: W.W. Norton, 2019).
- (b) History Department Style Guide and Seminar Readings on D2L course website

### 4. Course Content and Schedule

Lectures: Monday 3:30-5:20 pm in Y-325

Seminar A: Wednesday 3:30-4:20 in Y-325

Seminar B: Wednesday 4:30-5:20 in Y-325

#### Class Schedule:

*Note: This schedule is subject to minor changes – the instructor will discuss any changes at the beginning of each class. The Course Readings List is included in this course outline.*

#### Week 1 (Sept. 2-8)

**Wed. Sept. 4** Introduction and course business

#### Week 2 (Sept. 9-15)

☞ **Online Quiz #1** (📖 **Textbook Ch. 1**) – Monday Sept. 9 (*always at noon*)

**Mon. Sept. 9** **LECTURE**: The Origins of Human Societies

**Wed. Sept. 11** **SEMINAR: Week 2**: Where does History begin?

📖 Textbook Chapter 1: *Global Themes and Sources*, starting on p. 46.

**ON D2L**: 📖 Selection of Origin Stories from: <http://www.gly.uga.edu/railsback/CS/CSIndex.html>

#### Week 3 (Sept. 16-22)

☞ **Online Quiz #2** (📖 **Textbook Ch. 2**) – Monday Sept. 16

**Mon. Sept. 16** **LECTURE**: The Emergence of Cities and States

**Wed. Sept. 18** **SEMINAR: Week 3**: The emergence of historical records.

📖 Textbook Chapter 2: *Global Themes and Sources*, starting on p. 96.

**ON D2L**: 📖 1. Epic of Gilgamesh (synopsis and analysis):

[http://www.ancient-literature.com/other\\_gilgamesh.html](http://www.ancient-literature.com/other_gilgamesh.html)

2. The Osirian Cycle: <http://www.theologywebsite.com/etext/egypt/osiris.shtml>

3. The Great Hymn to Aten: <http://katherinestange.com/egypt/hymn2.htm>

#### Week 4 (Sept. 23-29)

☞ **Online Quiz #3** (📖 **Textbook Ch. 3**) – Monday Sept. 23

**Mon. Sept. 23** **LECTURE**: State Structures and their Challengers

**Wed. Sept. 25** **SEMINAR: Week 4: Codifying Laws, Regulating Societies**

📖 Textbook Chapter 3: *Global Themes and Sources*, starting on p. 142.

#### Week 5 (Sept. 30-Oct. 6)

☞ **Online Quiz #4** (📖 **Textbook Ch. 4**) – Monday Sept. 30

**Mon. Sept. 30** **LECTURE**: Early Empires in Asia

**Wed. Oct. 2** **SEMINAR**: Library Research Seminar (in the library)

#### Week 6 (Oct. 7-13)

**Mon. Oct. 7** **MIDTERM EXAM**, 1 hour, 50 minutes

**Wed. Oct. 9** **SEMINAR**: How to write a Research Paper

*Template Published by Educational Approvals Office (VP Ed Office)*

*Page 2 of 8*

9/13/2019

ON D2L: 📖 History Department Style Guide and Instructions for Writing a Research Paper

**Week 7 (Oct. 14-20)**

**Mon. Oct. 14** **Thanksgiving Monday – no classes**

**Wed. Oct. 16** 🗣️ **Online Quiz #5** (📖 **Textbook Ch. 5**) – Wednesday Oct. 16 (*by noon, as always*)

**SEMINAR: Week 7: Consolidating Empires, Imposing Legitimacy**

📖 Textbook Chapter 4: *Global Themes and Sources*, starting on p. 192.

**ON D2L:** 📖 “First Empires and Common Cultures in Afro-Eurasia, 1250-325 BCE,” in: Elizabeth Pollard and Clifford Rosenberg, *Worlds Together, Worlds Apart: A Companion Reader, Vol. 1* (2<sup>nd</sup> Ed., New York and London: W.W. Norton, 2016), 107-132.

**Week 8 (Oct. 21-27)**

🗣️ **Online Quiz #6** (📖 **Textbook Ch. 6**) – Monday Oct. 21

**Mon. Oct. 21** **LECTURE:** Conquests, Religions, and Widening Trade

**Wed. Oct. 23** **SEMINAR: Week 8: Trade, Conquest, and the Spread of Ideas**

📖 Textbook Chapter 6: *Global Themes and Sources*, starting on p. 286.

**ON D2L:** 📖 Julius Caesar, *De Bello Gallico*, Book 1, Chapter 1-29;  
<http://classics.mit.edu/Caesar/gallic.1.1.html>

**Week 9 (Oct. 28-Nov. 3)**

🗣️ **Online Quiz #7** (📖 **Textbook Ch. 7**) – Monday Oct. 28

**Mon. Oct. 28** **LECTURE:** Building Empires: Imperial Rome and Han China

**Wed. Oct. 30** **SEMINAR: Week 9: Maintaining Order in the Roman and Chinese Empires**

📖 Textbook Chapter 7: *Global Themes and Sources*, starting on p. 332.

**ON D2L:** 📖 “Han and Rome: Asserting Imperial Authority,” in: Merry E. Wiesner, et al., *Discovering the Global Past: A Look at the Evidence. Vol. 1: To 1650*. (Boston and New York: Houghton Mifflin Company, 2007), 80-112.

**Week 10 (Nov. 4-10)**

🗣️ **Online Quiz #8** (📖 **Textbook Ch. 8**) – Monday Nov. 4

**Mon. Nov. 4** **LECTURE:** The Rise of Universal Religions

**Wed. Nov. 6** **SEMINAR: Week 10: The Spread of Universal Religions**

📖 Textbook Chapter 8: *Global Themes and Sources*, starting on p. 382.

**Week 11 (Nov. 11-17)**

**Mon. Nov. 11** **Remembrance Day Monday – no classes**

**Wed. Nov. 13** 🗣️ **Online Quiz #9** (📖 **Textbook Ch. 9**) – Wednesday Nov. 13

**Seminar: Week 11: Women’s Roles in Society.**

📖 Textbook Chapter 9: *Global Themes and Sources*, starting on p. 434.

**On D2L:** 📖 “Patriarchy and Women’s Voices,” in: Robert W. Strayer and Eric W. Nelson, *Thinking through Sources, Vol. 1*, (3<sup>rd</sup> Ed., Boston and New York: Bedford / St. Martin’s, 2016), 60-71.

**Week 12 (Nov. 18-24)**

🗣️ **Online Quiz #10** (📖 **Textbook Ch. 10**) – Monday Nov. 18

**Mon. Nov. 18** **LECTURE:** Religious and Commercial Contacts in Afro-Eurasia.

🗣️ **Research Paper due (beginning of class)**

**Wed. Nov. 20** **SEMINAR: Week 12: The Shrinking of the Afro-Eurasian World.**

📖 Textbook Chapter 10: *Global Themes and Sources*, starting on p. 486.

**ON D2L:** 📖 Marco Polo's travels at: <https://archive.org/details/bookofsermarcopo01polo>  
Please read pages 295-338 of the book.

**Week 13** (Nov. 25-Dec. 1)

🔗 **Online Quiz #11** (📖 **Textbook Ch. 11**) – Monday Nov. 25

**Mon. Nov. 25 LECTURE:** Social and Cultural Responses to the Black Death.

**Wed. Nov. 27 SEMINAR: Week 13:** Responses to the Black Death.

📖 Textbook Chapter 11: *Global Themes and Sources*, starting on p. 534.

**ON D2L:** 📖 Trevor Dean, "Plague and crime: Bologna, 1348–1351," *Continuity and Change*, vol. 30, no. 3, (2015); 367-393.

**Week 14** (Dec. 2-8)

**Mon. Dec. 2 LECTURE:** Societies and Cultures in the Americas.

**Wed. Dec. 4 SEMINAR: Week 14: Exam Review**

**Dec. 9-17, 2019: FINAL EXAM PERIOD – EXAM DATES WILL BE ANNOUNCED ON  
CAMLINK LATER IN THE TERM. *Please do not make plans (or have a family member make plans on your behalf) for the December holiday break until you know the dates for your exams.***

## 5. Basis of Student Assessment (Weighting)

### 🔗 Course Requirements:

As preparations for each week, you are expected to read the relevant chapter(s) in the textbook, Pollard, Rosenberg, Tignor, et al., *Worlds Together, Worlds Apart: A History of the World from the Beginnings of Humankind to the Present. With Sources, Vol. 1* (Concise 2<sup>nd</sup> Ed. New York: W.W. Norton, 2019) and complete the corresponding online quizzes. During the term, you will be required to attend the scheduled discussion sessions and provide a one to two-page commentary for each of these seminars. You must also submit a research paper. In addition, there will be a midterm exam in October and the final exam scheduled during the exam period in December (see details below).

#### 1) Discussion Groups (20% of final grade):

*Since discussion groups only work when students are well-acquainted with the assigned readings, one requirement of the seminars will be to provide a short (minimum one printed page) commentary containing the following points:*

- **Briefly summarize the primary sources and the one academic journal article (what do they tell us about the topic?)**
- **Identify the main arguments and themes of the readings**
- **Write a short paragraph in which you outline the most important question(s) that the readings raised for you.**

*This will help you to focus your thoughts for the discussions and will train you to identify the main arguments of the texts you read. These short commentaries will not be graded individually but will assist in determining the quality of your participation (of course, only in addition to your oral contributions during the discussions – see below).*

The discussion groups count for 20% of the final grade in the course. You will receive 30% of the discussion grade by being physically present, 30% will be based on the discussion paper (full marks for all papers that fully cover the above points), and 40% will be based on the quality and frequency of your oral participation (with an emphasis on contributions that demonstrate critical engagement with the material).

**\*\*\*\*\*Students who miss more than three seminars will forfeit their entire seminar mark\*\*\*\*\***

To ensure discussions are effective, students must read and think about the assigned material in advance of coming to class and bring the short paper – see instructions above. In class, students will not only discuss the content of the material but more importantly will discuss their interpretations of the assigned material, the authors' thesis and main points, and, where applicable, the sources and evidence the authors used to make their arguments.

## 2) InQuizitive online quizzes (10% of final grade):

Please use the textbook's digital landing page at <https://digital.wwnorton.com/worldscon2v1> to self-register for the online portion of the course. Our **Student Set ID is: 189622**. For the specific steps of registration, please see the further details on D2L. More information for the deadlines for quizzes can be found in the schedule below and on D2L. The online quizzes will remain open until 12:00 noon on the day posted (always Mondays, except for the two holidays, when it moves to Wednesdays) in the course outline and will automatically close at that point – avoid leaving the quizzes to the last minute as you may get cut off. You need to complete 10 out of the 11 quizzes for full marks.

## 3) Midterm Exam (20% of final grade):

The midterm exam will focus on material from lectures, the textbook, and discussion topics covered to that point in the course. It will consist of a combination of multiple choice, short essay, and longer essay questions. The exam will take place in our regular classroom during class time on **Monday October 7, 2019**.

## 4) Research Essay (25% of final grade):

This essay requires a minimum of **four academic secondary and one primary source**. Choose a written primary source from your textbook as the basis for your essay topic. See table of contents for the primary source listing in the textbook or in the e-book version (part of InQuizitive access).

In addition, the paper requires a minimum of **four academic and recent secondary sources** (books or articles written by historians) accessible through the Camosun Library (or also try the UVic library if you cannot find enough material at Camosun). Search for sources that are footnoted and at least 15 pages in length (shorter works will not provide the necessary details you need to support your own argument in the paper). Avoid the use of online sources since most of them are not peer reviewed (i.e. not academic) and are likely too short. Please draw on information from the minimum of four secondary sources you found and make sure to use the History Department Style Guide, available on D2L. There is additional information on D2L and in a seminar on "How to write a Research Paper" – see schedule below. This essay will be about 1,500-2,000 words in length and will be marked based on the effectiveness of the research and argument, writing style and grammar, as well as the use of proper academic footnoting (Chicago Style – see style guide).

### **Qualities of a Good Essay:**

- **Critical analysis.** Original and independent thought. What do you think about the material you have found? Why did you make the argument that you did? Which sources are more convincing and why? How are your sources biased? A well-balanced essay will include information that may disagree with your thesis as long as you explain why you are more convinced by one source than by another.
- **Clear argument and organization.** State your thesis in the introduction and develop it in a well-organized paper. The thesis statement is an answer to the research question. Based on the research you have done, take a point of view and defend it. The information you present should be logically organized and support your thesis statement. Beginning each paragraph with a topic sentence that is connected to the argument helps to guide the reader.

- **Strong evidence.** Is the paper based on adequate evidence from relevant primary and secondary sources? Is the evidence sufficient to convincingly support the thesis? Is the evidence critically examined? How well does your paper integrate and engage with the primary and secondary sources?
- **Footnotes and bibliography.** All evidence that is not common knowledge should be referenced using correct footnote style. Use footnotes when you are quoting another person and even when you are paraphrasing another person's ideas or findings in your own words. The *History Department Style Guide* explains what format you should use for footnotes and bibliography.
- **Good writing style.** The essay should be well written, have no spelling errors, and be grammatically correct. It should also be interesting to read. Avoid long block quotes (and frequently quoting secondary sources) – it is better to summarize and put information in your own words. Writing several drafts and reading your work aloud both help improve the quality of your writing.

There will be a check-list of requirements on D2L that you should attach to the hard copy of your research paper when you hand it in and a more detailed guide on how to write a research paper. There will also be seminars on the topic on October 2 and 9, 2019.

**The Research Paper is due on Monday November 18, 2019 at the beginning of class.**

6) **Final Exam (25% of final grade):**

The final exam will not be a simple matter of regurgitating names and dates, but you will be asked to identify the contexts of the major themes covered in the lectures and discussion groups. Therefore, the most effective way to prepare for the exam is to attend all discussion groups and lectures as well as to read the assigned chapters in the textbook for each class. More details will follow on the last lecture day in December.

**The Final Exam will take place during the examination period from December 9-17, 2019. Since instructors do not have any influence on the exam date and time, please do not make any travel arrangements for your winter break before the final exam schedule is published.**

**Final Mark break-down:**

☞ online quizzes	10 %
☞ discussion groups	20 %
☞ midterm exam	20 %
☞ research paper (1,500-2,000 words)	25 %
☞ final exam	25 %

**Due dates:** Assignments must be handed to the instructor in class on the due date – it is due *at the beginning of class* (not after class)

Marks will be deducted at the rate of 5% per day for late assignments. If your assignment is late because of illness or family affliction, please submit a note from a health practitioner and no penalty will be assigned for the period of time the student was affected by those personal or health conditions. **No assignments will be accepted after the final class in December without prior permission from the instructor.**

**Note:** If you find you are unable to write a test or complete an assignment, please come and see me prior to the due dates or e-mail me. It is your responsibility to inform me of any difficulties completing course components.

**Evaluation:** All essays will be marked for grammar, clarity of writing, organization, content, and critical analysis.

**Structure:** Please follow the instructions for your assignments. **All written work must be double-spaced**, with a margin of at least one inch on both sides of the text. Preface essays with a **cover page**. **Bibliographies** must be placed on a separate page at the end of an essay.

**Footnote/Bibliography format:** You must use Chicago Style for Humanities – please refer to the History Style Guide and other instruction guides on D2L for more specific details. **Research Papers with no footnotes or missing exact page numbers will be returned to students – late penalties will apply. Invented footnotes or made-up page numbers will be treated as academic dishonesty / plagiarism and will receive a “0%” grade.**

## 6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

Counselling Centre: <http://camosun.ca/services/counselling/>  
 Disability Resource Centre: <http://camosun.ca/services/drc/>  
 Learning Skills: <http://camosun.ca/services/learning-skills/index.html>  
 Writing Centre: <http://camosun.ca/services/writing-centre/>  
 College Ombudsman: <http://camosun.ca/about/ombudsman/>

## 8. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

### A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

#### 1. Standard Grading System (GPA)

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

## 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.