

HISTORY 1413 Global History to 1500 Fall 2009

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Office Hours: M-W-F 10:00-11:30 & Thurs 12:00-1:30

Course Description

The course is designed as an introduction to methods and topics in global history. It takes a comparative approach, comparing and contrasting cultural similarities and differences. The main theme of the course is to examine the development of distinctive cultural traditions and shifts in the global balance of power.

Acadia Advantage: Technology employed in this course includes the use of PowerPoint presentations in lectures and an emphasis on using Acorn as a means to communicate with the instructor, other classmates, and submit assignments. Power Points will be posted on Acorn.

Evaluation:

Mid-Term: 10% (October 14)

Tests: 10%

Participation: 20% (10% for submission of assignments in Acorn folders: 10% for in-class discussion)

Research Paper: 30% (November 18)

Exam: 30%

Textbook:

Robert Tignor et al., *Worlds Together Worlds Apart, Volume 1*, New York: W.W. Norton, 2008

Additional Reading:

Jared Diamond, *Guns, Germs, and Steel*, New York: W.W. Norton, 1999

Mid-Term & Tests: There will be a Mid-term and weekly tests. The mid-term will require you to answer questions on Jared Diamond's *Guns, Germs, and Steel*.

Weekly tests will be multiple-choice on *Worlds Together Worlds Apart*. Use the on-line guide at: <http://www.wwnorton.com/college/history/worlds2/contents/outline/ch1.asp>

Participation:

Every week there will be in-class discussions on the 'Primary Source' and 'Global Connections and Disconnections' sections of the textbook. These readings are listed below in the course outline. Each week students will submit **Responses** on one of the readings listed for that week. Your answer needs to discuss the significance of the sources by citing relevant pages from the chapter in the textbook in addition to the reading you are responding to. See the 'Guide' given below. The Response will go into an electronic folder on the Acorn Course Page. **The responses must be submitted before the end of the week the readings are discussed.** If these assignments are completed as group projects, it is the responsibility of each group member to ensure that they participate and that their names appear on the document, otherwise credit will not be awarded. Ten percent of the participation grade is based on submission of weekly answers; the other ten percent is based on in-class participation in discussion groups. Study groups will make presentations on selected readings.

Research Paper (2,000 words):

The paper must include a bibliography with at least 3 sources (articles or books) other than the two textbooks. The paper will have a thesis statement (or argument) with a clear thematic organization that supports the thesis. The topic of the paper will be comparative, which means you will study a topic or event in different cultural regions or across different time periods. See the selections of research paper topics given below.

Exam: It will consist of essay and multiple-choice types of questions designed to test both your knowledge of history and your ability to think and write analytically. You will be tested on the content of the two texts, as well as films introduced in the class.

Notes: Do not submit any assignment by e-mail. Weekly assignments will be posted in Acorn folders, only. The research paper must be delivered during class. Read carefully the section on academic integrity (**plagiarism**) in the Calendar (pages 27-28). This syllabus may be changed to meet the needs of the class. You are responsible for keeping track of any of the changes. If you are a student with a documented disability who anticipates needing accommodations in this course, please inform me after you meet with Jill or Suzanne in Disability/Access Services, in the Student Resource Centre, Godfrey House. jill.davies@acadiau.ca 585-1127 or Suzanne.Robichaud@acadiau.ca 585-1913.”

The **Course Outline** is numbered according to the weeks of the term. The readings should be completed beforehand in preparation for discussions, assignments or tests. There will be groups discussion on the ‘Connections’ and ‘Primary Sources’ listed below (see full list ‘Primary Source Documents’ pages xxv-xxvi. **Please bring your textbook to class.**

1. **Introduction.** Jared Diamond, *Guns, Germs, and Steel*, 33-193.
2. **Culture.** *Worlds Together Worlds Apart*, 3-48.
 - *Global Connections and Disconnections*, How We Know What We Know. *Primary Source Documents*. A Hindu Creation Myth & The Art of Chauvet Cave & Mothering and Milking.
 - **Film Clips.** *Guns, Germs, and Steel*, Episode 1, ‘Out of Eden’.
3. **Cities and States.** *Worlds Together Worlds Apart*, 51-95.
 - *Global Connections and Disconnections*, Ritual Objects in the Iranian Plateau, China, and Egypt. *Primary Source Documents*. The Origins of Writing According to the Sumerians & The Admonitions of Ipuwer.
4. **Nomads and Territorial States.** *Worlds Together Worlds Apart*, 97-139.
 - *Global Connections and Disconnections*, How Languages Spread. *Primary Source Documents*. The Epic of Gilgamesh & Vedic Hymns to the Chariot Race of the Gods & Sima Qian on the Ruler’s Mandate.
5. **Classical Traditions.** *Worlds Together Worlds Apart*, 166-203 & 216-229.
 - *Primary Source Documents*. Warring Ideas: Confucianism versus Daoism & Warring Ideas: The Buddha versus the Brahmins & Warring Ideas: Plato versus Aristotle.
6. **Mid-Term.** Reading: Jared Diamond, *Guns, Germs, and Steel*.

7. **Africa & America.** *Worlds Together Worlds Apart*, 204-216 & 354-365 & 423-428 & 454-459 & *Guns, Germs, and Steel*, 354-401.
- *Primary Source Documents*. Mesoamerica Creation Myth & Olmec Art as Ideology & Writing the History of Pre-literate African Peoples & Instructions to a Young Man in West Africa.
 - **Film Clips:** *Guns, Germs, and Steel*, Episode 1, ‘Into the Tropics’.
8. **Afro-Eurasian World.** *Worlds Together Worlds Apart*, 231-273 & 417-423.
- *Global Connections and Disconnections*, The Worlds of Periplus. *Primary Source Documents*, The Cosmopolitan City of Alexandria & Asoka’s Kalinga Edict & The Question of King Milinda & The Caravan City of Petra.
9. **Empires: China & Rome.** *Worlds Together Worlds Apart*, 183-203 & 243-245 & 275-319.
- *Global Connections and Disconnections*, Empires, Allies, and Frontiers. *Primary Source Documents*, The Faults of the Qin & Responsibilities of the Han Rulership & Municipal Charter of a Roman Town & Birthday Invitation of Claudia Severa & Cicero on the Role of the Roman State.
10. **Universal Religions.** *Worlds Together Worlds Apart*, 322-365.
- *Global Connections*, Religious Conflict in Imperial Borderlands *Primary Source Documents*, Eusebius & The Laws of Manu & The Art of Religious Fervour in China.
11. **Universal Religions.** *Worlds Together Worlds Apart*, 367-415.
- *Global Connections*, Pre-Modern Libraries: From Royal Archives... *Primary Source Documents*, The Quran & Ghana as seen by a Muslim Observer & Christendom on the Edge.
12. **Global Change.** *Worlds Together Worlds Apart*, 450-510.
- *Global Connections & Disconnections*, The Travels of Marco Polo ... *Primary Source Documents*, Qalandar Dervishes in the Islamic World & Flagellants in England & The Hongwu Emperor’s Proclamation.
13. **Review & Film Clips:** *Worlds Together Worlds Apart*, 417-459 & *Guns, Germs, and Steel*, Episode 1 ‘Conquest’.

Research Paper Questions (other topics should be vetted with instructor)

1. What did the river valley civilizations have in common? What were the main differences among them?
2. Discuss the origins and persistence of patriarchy. Give examples from at least three cultural areas.
3. Compare and contrast the status of women across civilizations (Europe, China and Islam, etc.).
4. What comparisons best highlight the different values and institutions of Mesoamerican and Andean civilizations?
5. Why did American civilizations suffer complete collapse?
6. Relate the rise of Buddhism to its reception inside and outside of India.
7. What were the patterns of continuity and change in China’s classical and post-classical periods?
8. Compare and contrast the political and cultural systems of China and India.
9. Explain the rise of universal religions (Buddhism and/or Islam).

10. To what degree were feudal institutions uniquely European and unlike those in two other civilizations (China and Islam etc.)?
11. Compare and contrast Daoism with other forms of mysticism (African, Islamic, Christian).
12. Confucianism was essentially a secular ethical system, comparable to Greek classical philosophy. Discuss.
13. Compare the Chinese and Roman imperial systems.
14. Compare Roman law with other legal systems (Chinese, Islamic, etc.). Were there exceptional elements in Roman law?
15. Compare and contrast the rise of Islam with at least one other universal religion? How did the difference shape the cultural traditions?
16. What enabled Islamic civilization to develop a uniquely global status in the postclassical period? Indicate Islam's impact in other cultural areas, such as Africa, South Asia, and Southeast Asia.
17. Discuss the consequences of the Crusades in European and Islamic regions.
18. What caused the decline of Islamic civilization by the 14th century?
19. Is African civilization defined more by cultural diversity or unity?
20. To what degree is the institution of kingship in African civilizations like Zimbabwe or Mali comparable to European kingship in the medieval period?
21. How did the Bantu expansion alter pre-Bantu African cultures, societies, and politics?
22. How does post-classical China compare with China during the Han dynasty?
23. Why did the Ming dynasty abandon its overseas voyages? What were the long term consequences of this decision?
24. Is the Japanese feudal type of political and social system comparable to the European?
25. World historians now emphasize the constructive rather than the destructive features of the Mongol invasions. Which is correct – constructive or destructive? Give examples across several regions of Eurasia.
26. How was the world different in 1400 than it had been in 1200?
27. Discuss the impact of the plague upon world history.
28. Explain the transmission and diffusion of ideas or things (choose one or any number, such as agriculture, alphabet, mathematics, astronomy, firearms, philosophy, paper) in the formative, classical or postclassical period.
29. Were the causes of the European conquest of America largely cultural (religious, ethical, etc.) or material (environmental, geographic, biological, etc.)?

HIST 1413 Term Paper Check Sheet (Check and staple to term paper)

Title Page	_____
Paper's Title	_____
Your Name	_____
Course Name	_____
Double Spaced	_____
Page Numbers	_____
Introduction	_____
Thesis Statement	_____
Thematic Paragraphs	_____
Topic Sentences	_____
Footnotes	_____
Footnote short citation	_____
Reference to Tignor et al.	_____
References to 3 other sources	_____
Conclusion	_____
Bibliography	_____
Alphabetical	_____
Proper Citation Method	_____

Weekly Response Guide

In-class activities are designed as preparation for examinations or tests (50% of your grade) therefore attending class and keeping up with the reading assignments (20% of your grade) is an essential part of the learning process. Examinations can be either objective or essay format. The first normally involves multiple-choice or fill in the blank of some type. The essay answer is more difficult and requires more preparation. Your weekly responses to the readings will develop some of the skills required to write a good essay.

Responses

The weekly on-line assignments are responses to primary sources. A primary source is a document produced by real historical persons - people who observed firsthand historical events or collected the observations of witnesses to events or were participants in historical events. Primary sources are shaped by the spirit of the time in which they were written; therefore it is necessary to be aware of the point of view of the author. The primary sources contain historical facts, but these facts can be distorted by bias or motive. Students writing essays based on primary sources and need to treat these sources as evidence that requires collection and interpretation. Students use the evidence to support a particular thesis or argument.

Your weekly responses begin a process of taking primary sources and turning these documents into factual evidence by responding to the four w's (who, where, when, what, why) in a brief essay (one paragraph):

1. Who – means you must identify what or who produced the reading. This is important to identify motives of the author and possible biases
2. Where – note the geographic location as accurately as possible where the source was produced or the regions it relates to.
3. When – you should place the reading in a time period. This may be done by identifying events that happened around the time the item was produced or a specific date.
4. What – you should be able to briefly summarize the topic and content of the historical document and describe what kind of document you are analyzing.
5. Why significant – this is the most important part of the identification and the most subjective. After indicating who, where, when and what, you should judge the historical significance of the subject involved. Some subjects have a generally accepted singular significance; others can be significant in more than one way or for more than one reason. Even the conventional historical significance of certain documents (for instance the American Declaration of Independence) is open to critical reevaluation (the declaration of 'rights' might actually be a guarantee of perpetual slavery for Africans).
A historical document cannot be accepted as historical truth, but critically analyzed to identify its overall historical value.