

World History B1-50: Origins of Civilization to 1500 Syllabus
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Required Textbook: **The Heritage of World Civilizations (8th edition) by Albert M. Craig and et al Prentice Hall: New Jersey, 2009. ISBN 0-13-601387-2 or 978-0-13-601387-7**
This textbook comes with a CD-Rom primary source document that students are expected to use.

Course Objectives:

The purpose of the World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course also stresses relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. Focused primarily on the birth of civilization to the 1500s of the global experience, this course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, that set the human stage up to 1500. Periodization forms the organizing principle for dealing with change and continuity from the birth of civilization to the 1500s. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study. ***This course begins with the foundations of civilization, focusing on setting the historical and geographical context and the world historical patterns that form the basis for future developments.***

Course Requirements:

A. There will be two midterm exams and a final exam for this course. The exams will cover the material assigned in the readings and covered in the class lectures and discussions. There will also be regular quizzes. These quizzes will be objective in their nature (multiple-choice) and be based on the material in the assigned readings for each week. Make-up exams and quizzes will not be given. **The lowest exam score from the first two exams and lowest 2 quiz scores will not be counted in the overall class grade. The final exam must be taken to receive a passing grade.**

B. In addition to the exams, each student will also be required to write 1 short response paper (4-6 typed pages), due at the beginning of class as per the syllabus. This short paper must relate to the topic that has been assigned for this paper. Your response paper will be based on your interpretation of the primary source documents linked to the themes to be studied in class. In this response paper you should take an informed position; present cogently an interesting argument and support it with historical evidence. **Please note that in your response papers you need to formulate your own arguments in your own words. If you rely on the scholarship of another person, be sure to acknowledge it appropriately. Do not commit plagiarism.** Plagiarism is the presentation of words or ideas as your own when, in fact, they are someone else's. If you use material verbatim or paraphrase a source then you need to cite the source in your work using the **Chicago guidelines (provide in the citation the Author's last name and the page number as well as having an annotative bibliographic page at the end of your paper).** Your paper should use standard margins on all four sides, use 12 Times New Roman font, be double-spaced between lines and paragraphs (use the same spacing between paragraphs as between lines), begin each paragraph with 5 space indentation. Your paper will have a title page that includes: your name, the instructor's name, the title of your paper, and the class. The title page and annotative bibliography do not count as part of the required 3-5 pages. The title page does not receive a page number. Do not put your paper in a binder or cover, just staple it in the upper left hand corner. **Failure to meet the required criteria will result in the paper not being read by the instructor and no credit will be given.**

Response Paper Topic: Select 2 turning points in history since 5000 B.C.E up to 1500 and analyze why you selected them.

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****The instructor retains the right to modify this syllabus as needed to meet the possibility of changing needs of the students and/or instructor.**

C. Preparation and participation in class discussions of all assigned reading is expected. Participation means more than just coming to class. You should be able to engage in active participation which entails answering and asking relevant questions that demonstrate you have read and thought about the required readings for this course. As you read the material, you should take notes of what you consider to be the author's most important points that can be used as a basis for class discussion.

D. You are expected to attend all class sessions and be **On Time**. Failure to attend to either of these requirements will have a deleterious effect on your grade. If you miss 3 classes or more you should drop the course.

E. The criteria for determining grades will be weighted as follow: 50% exams (25% each); 30% response paper; 20% quizzes, attendance, and participation.

F. All student work will receive a letter grade and points. The letter grade is merely to indicate a students standing. It is the total points accumulated that are important. The following is the grading scale for this course:

A= 90-100% B= 80-89% C= 70-79% D= 60-69% F= 0-59%

G. Your written work and exams will be graded according to the following criteria:

1. Quality of writing and presentation (grammar, style, organization, documentation)
2. Quality of argumentation (coherence, evidence, justification)
3. Quality of thought (sophistication, originality, insight)

H. Cell phones are disruptive; please keep them turned off during the class period.

Students with Disabilities:

If you need special accommodations contact Supportive Services as soon as possible to make arrangements to be implemented in a timely manner. (395-4334)

Student Learning Outcomes (SLOs):

Six overarching themes will be used throughout this course to study the dynamic nature of world history. The themes serve throughout the course as unifying strands, helping students to put what is particular about each period or society into a larger framework of thought. The themes also provide ways to make comparisons and contrasts over time. The interaction of themes and periodization encourage cross-period questions such as "To what extent have civilizations maintained their cultural and political distinctiveness over the time periods the course covers" or "Select four turning points in world history since 1500 and explain why you so designated them". The themes used for the study of world history in the course are:

1. Changes in functions and structures of states and in attitudes toward states and political identities (political culture), including the emergence of the nation-state (types of political organization).
2. Impact of interaction among major societies (trade, systems of international exchange, war, and diplomacy).
3. Systems of social structure and gender structure (comparing major features within and among societies and assessing change).
4. Cultural and intellectual developments and interactions among and within societies.
5. Impact of technology and demography on people and the environment (population growth and decline, disease, manufacturing, migrations, agriculture, weaponry).
6. The relationship of change and continuity across the world history periods covered in this course.

Intellectual Skills

The World History course addresses habits of mind or intellectual skills in two categories:

1) those addressed by any rigorous history course, and 2) those addressed by a world history course.

Four *intellectual skills* are in the first category:

- Constructing and evaluating arguments: using evidence to make plausible arguments.
- Using documents and other primary data: developing the skills necessary to analyze point of view, context, and bias, and to understand and interpret information.

- Developing the ability to assess issues of change and continuity over time.
- Enhancing the capacity to handle diversity of interpretations through analysis of context, bias, and frame of reference.

Three *intellectual skills* are in the second category:

- Seeing global patterns over time and space while also acquiring the ability to connect local developments to global ones and to move through levels of generalizations from the global to the particular.
- Developing the ability to compare within and among societies, including comparing societies' reactions to global processes.
- Developing the ability to assess claims of universal standards yet remaining aware of human commonalities and differences; putting culturally diverse ideas and values in historical context, not suspending judgment but developing understanding.

Every part of the World History Examination given in this course will assess habits of the mind as well as content. For example, in the multiple-choice section, maps, graphs, artwork, and quotations are used to judge students' ability to assess primary data, while other questions focus on evaluating arguments, handling diversity of interpretation and making comparisons among societies, drawing generalizations and understanding historical context.

The summary course outline below provides information about what students are expected to know throughout the course. The course begins with the developments of World History around 10,000 B.C.E focuses on setting the historical and geographical context for the rest of the semester up to 1500 C.E. This part of the course introduces world historical patterns that form the basis for developments up to 1500. For the course there is an outline below of major developments that students are expected to know and be able to use in making comparisons across cultures. These developments and comparisons relate to the six overarching themes previously discussed. The ordering of the developments suggests chronology and depth of coverage. For each period, periodization is the first major task and serves to create links and explain differences with the period just covered and with the period to come. For all periods, major interpretative issues, alternative historical frameworks, and historical debates are included. Examples of the people, events, and terms that students are expected to know and use accurately in their work for the course and the exam appear under major developments.

This outline is illustrative and not exhaustive, nor is it meant to prohibit students from studying topics not included in the requirements of the course.

Foundations: c. 8000 B.C.E – 600 C.E.

What students are expected to know:

Major Developments

1. Locating world history in the environment and time

Environment

- √ Interaction of geography and climate with the development of human society
- √ The environment as a historical actor
- √ Demography: major population changes resulting from human and environmental factors

Time

- √ Periodization in early human history
- √ Nature and causes of changes associated with the time span
- √ Continuities and breaks within the time span; e.g., the transition of river valley civilizations to classical civilizations

Diverse Interpretations

- √ What are the issues involved in using “civilization” as an organizing principle in world history?
- √ What is the most common source of change: connection or diffusion versus independent invention?
- √ What was the effect of the Neolithic Revolution on gender relations?

Basic features of world geography

- √ Location of continents
- √ Location of oceans, seas, and major rivers
- √ Location of key political units prior to 1000 (Roman Empire at its height, ‘Abbasid caliphate, Sudanic kingdoms of Ghana and Nubia, Chinese empire [Han and Tang dynasties], Byzantine Empire, Mayan civilization)

Developing Agriculture and Technology

- √ Agricultural, pastoral, and foraging societies and their demographic characteristics (Africa, the Americas, Europe, and Asia)
- √ Emergence of agriculture and technological change
- √ Nature of village settlements
- √ Impact of agriculture on the environment
- √ Introduction of key stages of metal use

2. Basic features of early civilizations in different environments: culture, state, and social structure. In additions, students should know enough about two early civilizations to compare them.

- √ Mesopotamia
- √ Egypt
- √ Indus Valley or Harrapan civilization
- √ Shang or Huang He (Yellow River) valley civilization
- √ Mesoamerica and Andean South America

3. Classical Civilizations

- √ Major political developments in China, India, the Mediterranean, and Mesoamerica
- √ Social and gender structures
- √ Major trading patterns within and among classical civilizations; contact with adjacent regions
- √ Arts, sciences, and technology

4. Definitions of basic economic systems

- √ Agricultural, pastoral, and foraging societies and their demographic characteristics
- √ Basic characteristics of economic structures including technological patterns

5. Crises of late antiquity (third to eighth centuries)

- √ Movements of peoples (Huns, Germans, Arabs)
- √ Collapse of empires (Han China, loss of European portion of the Roman Empire)
- √ Emergence of new empires and political systems (Tang China, Arab caliphates, Byzantine Empire, early European and Japanese feudal systems)

6. Key cultural and social systems

- √ Basic features of major world belief systems prior to 1000 and where each belief system applied by 1000
- √ Buddhism
- √ Christianity
- √ Confucianism
- √ Daoism

- √ Hellenism
- √ Hinduism
- √ Islam
- √ Judaism
- √ Polytheism
- √ Major developments in the arts and sciences
- √ Basic characteristics of social structures as they developed by 1000
- √ The caste system
- √ The nature and location of major slave systems
- √ Confucian social hierarchy
- √ Patriarchal family structures and trends

7. Principal international connections that had developed between 700 and 1000

- √ Missionary outreach (Buddhist, Christian, and Islamic)
- √ Leading international trading patterns (Middle Eastern, Chinese, East European, trans-Saharan)
- √ The role of nomadic groups in Central Asia
- √ The impact of Bantu migrations in Africa

8. Diverse interpretations

- √ What are the issues involved in using “civilization” as an organizing principle in world history?
- √ What is the most common source of change: connection or diffusion versus independent invention?

Major Comparisons and Snapshots

- √ Comparisons of the major religious and philosophical systems including some underlying similarities in cementing a social hierarchy, e.g., Hinduism contrasted with Confucianism; Christianity compared with Islam, Buddhism, and Hinduism.
- √ Trace and explain the diffusion of major religious and philosophical belief systems by 1000 C.E.
- √ Role of women in different belief systems — Christianity, Confucianism, Hinduism, and Islam
- √ Understanding of how and why the collapse of empire was more severe in Western Europe than it was in the eastern Mediterranean or in China.
- √ Role of nomadic groups in the collapse of empires
- √ Compare the caste system to other systems of social inequality devised by early and classical civilizations, including slavery
- √ Compare early societies and cultures that include cities with those without cities (e.g., pastoral)
- √ Compare the development of political systems in major early civilizations, e.g., Indian compared with Chinese political traditions and institutions; caliphate with Roman Empire
- √ Know the location of the major political units and trade routes by 1000 C.E.
- √ Compare international trading systems, e.g., the trans-Saharan trading system with the Silk Road trading system

Examples of the types of information students will be expected to know contrasted with examples of those things students will not be expected to know:

- √ Nature of the Neolithic revolution, but not characteristics of previous stone ages, e.g., Paleolithic and Mesolithic
- √ Economic and social results of the agricultural revolution, but not specific dates of the introduction of agriculture to specific societies
- √ Nature of patriarchal systems, but not specific changes in family structure within a single region
- √ Importance of the introduction of bronze and iron, but not specific inventions or implements
- √ Nature of early civilizations, but not the specific features of a particular river valley civilization
- √ Political heritage of classical China (emperor, bureaucracy), but not the transition from Qin to Han
- √ Greek approach to science, including Aristotle, but not Socrates or Plato
- √ Diffusion of major religious systems, but the specific regional forms of Buddhism or Aryan or Nestorian Christianity

- √ Hellenistic philosophies, but not the specific philosophers
- √ Early European feudalism, but not Charlemagne
- √ Arab caliphate, but not the transition from Umayyad to ‘Abbasid

600 C.E. – 1450 C.E.

What students are expected to know:

Major Developments

1. Questions of periodization

- √ Nature and causes of changes in the world history framework leading up to 1000–1450 as a period
- √ Emergence of new empires and political systems (e.g., Umayyad, Abbasid, Byzantium, Russian, Sudanic States, Swahili Coast, Tang, Song, and Ming China, Delhi Sultanate, Mongol, Turkish, Aztec, Inca)
- √ Continuities and breaks within the period (e.g., the effects of the Mongols on international contacts and on specific societies)

2. Interregional networks

- √ Development and shifts in an interregional network of trade, technology, cultural exchange, and communication (Trans-Saharan trade, Indian Ocean trade, Silk Roads,
- √ Economic innovations (e.g., Tang, Song, and early Ming China, Swahili Coast trade, economic systems in the Americas)
- √ Missionary outreach of major religions (e.g., Islam, Buddhism, Christianity)
- √ Contacts between major religions (e.g., Islam and Buddhism, Christianity and Islam)
- √ Impact of Mongol Empires

3. Political systems and cultural patterns

- East Asia
 - √ China’s internal and external expansion
 - √ Chinese influence on surrounding areas and its limits (Japan, Vietnam, and Korea)
 - √ Change and continuity in Confucianism
- The Americas
 - √ Apex and decline of the Maya
 - √ Rise of the Aztec and Inca
- Restructuring of Europe
 - √ Decentralization – medieval society
 - √ Division of Christianity
 - √ Revival of cities
- Africa
 - √ Sudanic empires (Mali, Ghana, Songhay)
 - √ Swahili Coast
- South Asia and Southeast Asia
 - √ Delhi Sultanate
 - √ Vietnam
- Arts, sciences, and technologies

4. The Islamic world

- √ The rise and role of Dar al-Islam as a unifying cultural and economic force in Eurasia and Africa
- √ The role of Islam as a unifying cultural force in Eurasia and Africa
- √ Islamic impact on the Sudanic kingdoms and East Africa; the Delhi Sultanate
- √ The impact of migrations and religious reform movements in expanding Islamic society
- √ The impact of Islam on the arts and sciences

5. Changes in Christianity

- √ Restructuring of European society, including the growth of central monarchies in the west
- √ Role of Arab thought in the twelfth-century “Renaissance” in the west
- √ The division of Christendom into Eastern and Western Christian cultures

6. Demographic and environmental changes

- √ Impact of the nomadic migrations on Afro-Eurasia (Mongols, Turks, and Arabs) Migration of agricultural peoples (e.g., European peoples to east/central Europe)
- √ Consequences of plague pandemics in the fourteenth century
- √ Growth and role of cities (e.g., the expansion of urban commercial centers in Song China and administrative centers in Africa and the Americas)

7. Diverse interpretations

- √ What are the issues involved in using cultural areas rather than states as units of analysis?
- √ What are the sources of change: nomadic migrations versus urban growth?
- √ Was there a world economic network in this period, and how does it compare with the world economic system that emerges in the next period?
- √ Were there common patterns in the new opportunities available to and constraints placed on elite women in this period?
- √ To what extent was Dar al-Islam a unified cultural and political entity?

Major Comparisons and Snapshots

- √ Compare/contrast the role and functions of cities in major societies
- √ Analyze gender systems and changes, such as the effects of Islam
- √ Analyze the interactions between Jews, Christians, and Muslims
- √ Compare/contrast developments in political and social institutions in both eastern and western Europe
- √ Compare/contrast Japanese and European feudalism
- √ Compare/contrast European and sub-Saharan African contacts with the Islamic world
- √ Analyze the Chinese civil service exam system and the rise of meritocracy

Examples of the types of information students are expected to know contrasted with examples of those things students are not expected to know:

- √ Feudalism, but not specific feudal monarchs such as Richard I Crusading movement and its impact, but not specific crusades
- √ Land management systems, but the specific three-field system
- √ Crusading movement and its impact, but no specific crusades
- √ Viking exploration, expansion, and impact, but not individual explorers
- √ Mongol expansion and its impact, but not details of specific khanates
- √ Papacy, but not particular popes
- √ Indian Ocean traders, but not Gujarati merchants

Course Outline and Reading Requirements:

January 18, 2010 MLK Holiday

Week 1
Jan. 25 Course Requirements and Syllabus
 Themes of History

Readings for next class session:
Chapter 1: The Birth of Civilization plus CD-ROM Readings

Week 2
Feb. 1 The Great River Valleys: Accelerating Change and Developing States

Readings for next class session:
Chapter 2: Four Great Revolutions in Thought and Religion plus CD-ROM Readings

Week 3
Feb. 8 The Thinkers and Thoughts of the Axial Age

Readings for next class session:
Chapter 3: Greek and Hellenistic Civilization plus CD-ROM Readings

February 15, 2010 President's Day Holiday

Week 4
Feb 22 The Greek City-States and Empire Development

Readings for class session after midterm exam:
Chapter 4: Iran, India, and Inner Asia to 200 C.E. plus CD-ROM Readings

Week 5 March 1 Midterm Examination

Week 6
March 8 Transforming the Middle East

Readings for class session after midterm:
Chapter 6: Republican and Imperial Rome C.E. plus CD-ROM Readings

Week 7
March 15 Roman Frontiers, Culture, and Commerce

Readings for next class session:
Chapter 7: China's First Empire plus CD-ROM Readings
Chapter 8: Imperial China plus CD-ROM Readings

Week 8
March 22 China: Fracture and Unification

Readings for next class session:
Chapter 10: Iran and India before Islam plus CD-ROM Readings

March 29, 2010 thru April 4, 2010 Spring Break

Week 9
April 5 Iran and India before the Advent of Islam
Response Paper Due

Readings for class session after Midterm Exam:
Chapter 11 The Formation of Islamic Civilization plus CD-ROM Readings

Week 10
April 12

Second Midterm Exam

Week 11
April 19

Islamic Civilization and the World

Readings for next class session after second midterm:

Chapter 12: The Byzantine Empire and Western Europe plus CD-ROM Readings

Week 12
April 26

Byzantine Art, Learning, and Empire

Readings for next class session:

Chapter 14: Ancient Civilizations in the Americas plus CD-ROM Readings

Week 13
May 3

Migration, Agriculture, and Urbanization in the Americas

Week 14
May 10

Final Examination