

**HISTORY 1111.25H
SURVEY OF WORLD HISTORY/CIVILIZATION I**

AUTUMN 2006

DR. R. LOVE

Lectures: Tues.-Thurs., 2:00 – 3:15 pm, Pafford 202
Office Hours: TELC3-217, Tues.-Thurs., 10:00-11:00 am, 3:30-5:00 pm, and by appointment.
Telephone: (678) 839-6039

REQUIRED TEXTS:

Brummett et al., Civilization Past & Present, concise version, vol. I, to 1650
Sherman et al., World Civilizations: Sources Images, and Interpretations
Tacitus, The Agricola and the Germania
The Epic of Gilgamesh
Confucius, The Analects

COURSE DESCRIPTION: The aim of this course is to provide a broad general survey of world history from ancient to early modern times. Such a program of study is founded upon some broad assumptions which students should consider. First, such a study assumes the validity of second-hand experience in acquiring a wider understanding of the world, the fundamental assumption of all the Liberal Arts. Second, the historian assumes that all of the national societies that make up the modern world have roots which are centuries deep, and that national institutions and cultural patterns become more meaningful when viewed in the long perspective of their heritage. Third, it is assumed that the traditions of all societies in the modern world constitute a matrix of wisdom and folly, of altruism and selfishness, of dedication and irresponsibility, and that students will profit in their endeavor to define their own goals and responsibilities by the study of the legacy of the past.

LEARNING OUTCOMES:

The purpose of this course is, therefore, to introduce students to a wider world than just the West, and to give them an understanding of those forces and historical factors (e.g., the emergence of the great religions, the rise and fall of empires, the formation of law, the movements of people, etc.) that fundamentally shaped civilization and established the foundations of the modern world. Because we live in a global society, we can no longer afford to consider the world as a mosaic of separate countries and cultures, but to see it as a complex and interconnected whole. Hence, a major task is to equip students with a familiarity of cultures and societies different from their own, designed to provide them with a basic foundation of knowledge that will allow them to place themselves and their own culture within a much wider context.

Several means will be used to achieve these objectives. History 1111 necessarily will deal in a general, topical manner with the broad trends and historical forces in the global experience to 1600. The aim is to do more than just examine ancient and medieval civilizations in order to place Western civilization in a global context. Emphasis is given to comparative themes, such as the impact of cultural heritages, trade, technology, the interaction of humans and the environment, and the origins of war. To that end, paper assignments are designed to engender critical thinking, and to demonstrate the process of change over time as well as levels of consistency by examining selections of historical documents related to the same themes. Exam questions also are designed to help students synthesize historical evidence in framing their

answers. But this broad topical and synthetic approach is meaningful only if founded upon a solid body of data. Hence, students are expected to **READ, READ, READ** consistently and at their own pace. The material is vast, and the pace will be rapid, so it is important to stay abreast of the work from the outset.

The course will be presented through a combination of lectures and discussions. Normally, the lectures will be aimed at increasing the student's understanding of the material, not at the communication of data. Thus, the lectures and the readings may diverge, or a lecture may overlap only one aspect of the readings. On other occasions the lecturer may attempt a broad analysis of the material of several weeks of reading. In any case, the students are responsible for keeping abreast of the readings in the textbooks, whether topics are developed further in class or not. **A Word of Caution:** Although the assigned books are designed to provide students with a basic overview of the course, the texts are compliments to the lectures, not replacements for them, and examinations will cover material covered in the classroom that is not necessarily available in the texts. So attendance is essential.

COURSE REQUIREMENTS:

One mid-term exam of 60 minutes' duration, to be written on **Tuesday, 3 October**. The mid-term is worth **20%** of the final grade, and will cover the material dealt with in the first half of the course.

A final exam, to be written on **Tuesday, 5 December**, from 2:00 to 4:00 pm. It will cover the second half of the course. This is **not** a cumulative or comprehensive exam. It is worth **20%** of the final grade.

Two document reviews, taken from the Sherman text. These are to be 4 pages in length, double-spaced and typewritten, with correct syntax, grammar and spelling. The reviews must consider the historical context of the documents under examination, who wrote the individual selections and why, and what the documents' significance is for the topic under discussion. Students must also develop an argument that explains their views and shows how the documents are related. This is worth **20%** of the final grade (or 10% for each review).

Two analytical essays, 5-6 pages in length, each of which is worth **20%** of the final grade. These papers will be due in class on **Tuesday, 12 October**, and **Tuesday, 7 November**.

Student participation, which is worth an additional **10%** toward the final grade and will be awarded at the instructor's discretion. In this as in many endeavors, the student's benefit will be proportional to the input of interest and effort. This too must be taken into account when tabulating the final grade.

About the Analytical Essays: Choosing a theme from one of the primary texts, students are required to develop that theme according to what the author wrote about it, how he defined it, and what its significance was to the age. Ultimately, the question to be answered is how the chosen themes help us to understand the mentality of ancient people. The purpose of these essays, in other words, is to have students view the ancient world **through the eyes of the contemporary authors**, as opposed to early 21st century eyes, in order understand that world through the examination of one of its aspects as they saw it. Possible themes from the *Epic of Gilgamesh* include: the relationship between man and the gods, the Sumerian view of immortality, the

concept of civilization. Possible themes from Confucius include: the political applications of filial piety; the qualities of the gentleman as a reflection of social stratification, etc. Possible themes from Tacitus include: Roman views of barbarism, reflections of imperial administration, social structures among the Germanic tribes. The purpose of these essays is **NOT** to judge or criticize the ideas of these ancient authors simply because they were people of their age, molded, educated and informed by its standards, rather than ours. These essays are not book reviews, therefore; nor are they simple summaries. Also, they are **NOT** research papers. Although students may consult the historical introduction to each work as a preliminary guide, the essays are to be based **exclusively** on the primary text itself. All examples, all quotations must be taken from that source alone. No outside information is permitted.

The analytical essays, document reviews and participation reports are to be **typewritten** in standard, grammatical English on 8 ½” by 11” paper. So be careful to **revise** and **proofread** your work before final submission to correct needless typographical or spelling errors and other silly mistakes. All students are expected to conduct themselves with honesty and to **DO THEIR OWN WORK**. Cheating, in whatever form, not only does disservice to you, fellow students and the university community, it is fraud and brings severe disciplinary action. The professor reserves the right to fail any student for academic dishonesty, and further disciplinary action may be taken.

A Word About Deadlines: Most of the value of the preparation of an essay is lost if there is not time for careful criticism and consideration of the criticism before the next written assignment is due. Hence, students should strive to submit their essays on due date. Such papers will receive a thorough **written** critique with marginal comments. **Late papers**, on the other hand, will have an automatic extension of one week without penalty to the grade, but they will be returned with a mark only, minus marginal comments and a critique. Finally, any papers submitted after the extended deadline will lose a **full grade**. **NO PAPERS WILL BE ACCEPTED AFTER THE LAST DAY OF CLASS AT THE END OF THE TERM.**

COURSE GRADES:

Mid-term exam	20%
Final exam	20%
Document reviews	20%
Analytical Essay 1	20%
Analytical Essay 2	20%
<u>Participation</u>	10%
	110%

The foregoing is a rough profile of the composition of your grade for the course—it is not to be regarded as a rigid framework. If you start off poorly and improve, that will be taken into account. If you go straight downhill after a brilliant beginning, well..., that also will have to be considered.

ATTENDANCE POLICY: Because of the rapid pace of the course, regular attendance is essential for keeping abreast of the material and the lectures. Students will be allowed five cuts without penalty for unexcused absences. After that, students will lose up to **5%** for each subsequent absence, depending upon the discretion of the instructor. Absences accompanied by a doctor’s note or due to family emergencies, etc., will not be penalized.

BETWEEN ME AND THEE: My office door is open to students. If you want to drop in to chat about the course, please do. If you want to drop by just to chat, do that also. Above all, should you have any difficulties in understanding the course material, whether from the readings or lectures, by all means see me. If you are having problems, it is always best to get a drop on them early instead of when it becomes too late.

FINALLY, the professor reserves the right to change the rules re: exams and assignments at any time!

GOOD LUCK, AND ENJOY THE CLASS!

DOCUMENT REVIEWS

DUE IN CLASS ON: Tues., 5 September; Tues., 17 October.

INSTRUCTIONS: Each student must read, analyze and write a brief report (4 pages, double-spaced and typewritten) on the documents in 2 of the following 4 selections. Each document comes from a different culture, yet they are grouped in such a way that they address a similar theme (or themes). Identify that theme on the basis of your reading of the documents, and show how the authors of each document dealt with the same issues as the others to arrive at his separate conclusions. What are the principal issues raised by each author? What are the similarities and differences among their conclusions? What is their purpose? **IN YOUR OPINION**, what is the major idea or principle that unites all four documents in each section, despite differences in the individual author's approach and conclusions, and why?

The answer to the last question will give you your **thesis** or central argument; hence, it is the most important question to answer and the one around which to develop your report. Do not forget to identify what culture or tradition that the author comes from, because this will have affected his views. **A simple, superficial summary of the contents of the documents, without analysis, will be considered unsatisfactory.** By the same token, this is **NOT** a research paper. All of your information, quotations and examples must come from your own reading of the documents themselves. Although you may consult the editors' introduction to each document when crafting your ideas, external sources or reference works are not allowed. Nor are you to quote from the editors. The purpose is to develop and refine your analytical skills by teaching you to think for yourself. There is not a right or wrong answer, therefore; there is no single theme among the documents in any section that is "correct." You may develop your own, but it must be a theme **common to all of the documents** in the selections that you choose to examine. Your work will be evaluated on the strength of your argument and the skill with which you develop it.

Document Selections: Choose 2 of the following sets. Each of the four documents in the set must be examined.

- I. Laws of Hammurabi (pp. 6-9)
 The Old Testament: Genesis and Exodus (pp. 11-3)
 The Lawbook of Manu: Marriage and Sexual Activity and the Kamasutra (pp. 35-7)
 The Institutes of Justinian (pp. 198-200)

- II. The Mahabharata (pp. 33-4)
 The Analects: The Confucian School (pp. 53-4)
 The Gospel According to St. Matthew (pp. 104-6)
 Letter to 'Umar II: Islamic Asceticism (pp. 119-20)

- III. Eminence in Learning: The Legalist School (pp. 59-61)
 The History of the Peloponnesian War: Athens during the Golden Age (pp. 81-3)
 Histories: The Roman Constitution (pp. 99-101)
 The Four Legs of the Realm: Government Appointments (pp. 137-9)

- IV. Medicine and Magic (pp. 88-9)
 The Ethiopians (pp. 102-3)
 Memoirs: Cultural Interactions (pp. 123-4)
 Manual of the Inquisitor (pp. 224-5)