

SYLLABUS

WORLD CIVILIZATIONS FROM ANTIQUITY THROUGH THE 16TH CENTURY

PROFESSOR:

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A separate handout will be distributed the first week of class containing information on your professor's office hours and important dates relating to the semester's work.

TEXTS:

B. Carmon Hardy, Sharon K. Evanshine, and Mary Marki, *Voices From World History: Antiquity To Pre-modern Times*, Vol. 1 (Boston: Houghton-Mifflin Co., 2003). [Because this work contains an outline of every lecture given by the professor, including dates, names, and terms, students should bring their copy to class.]

McKay, Hill, Buckler, *A History of World Societies*, Vol. 1, 7th edn. (Boston: Houghton Mifflin Co., 2007). [A copy of this work will be placed on reserve in the library]

GOALS AND OBJECTIVES OF THE COURSE:

1. To understand holistically the origins and historical development of world civilizations within a global context.
2. To describe and analyze critically the reciprocal influence of Western and non-Western institutions, values and ideas.
3. To recognize the forces that contributed to the particular development of diverse societies and shaped our present world.
4. To recognize and understand the contributions of ethnic and gender groups to past and present societies in contexts of accommodation and resistance.

5. To understand and describe critically major political, economic, intellectual, and cultural themes recurring throughout the history of the world.

G.E. REQUIREMENT:

This course fulfils part of the General Education requirement for the B.A. degree at nearly all colleges and universities in California. Specifically, it meets that described in category IIA at California State University, Fullerton.

LECTURES:

While your professor employs a formal lecture style, you are encouraged to ask questions at any time. Opportunity will be provided at the close of each lecture to accommodate further discussion by students on matters relevant to the subject being considered. And you are welcome to visit with the professor both before and after each lecture period. Your professor is determined to be as responsive as possible in assisting students with comprehension of the subject matter of the course.

In several instances, more than one class period will be required to cover topics listed in this syllabus. Because examinations will be heavily constituted from questions drawn from all lectures, it is to students' distinct advantage to attend class faithfully and to take extensive and accurate notes. Using power point, maps, and other images, your instructor will do everything he can to reinforce the lectures and assist with student learning. By bringing a copy of the Hardy, Evanshine, Marki book to class, students can follow each lecture as it is given by the professor. The outline he follows with his remarks is the same as that made available to students in this book.

ATTENDANCE:

Student attendance will be monitored. Any registered student who is absent from the first class period, without prior approval from the instructor, will be dropped from the class roll.

After the first week, any student who misses more than two class periods during the semester, without permission from the professor, will be docked one full letter grade. It is imperative that students contact the professor as soon as possible if circumstances prevent them from attending class. The reason for placing heavy emphasis on attendance is to assure student success. Your professor has found over many years of experience that a close relationship exists between attendance and satisfactory performances on the examinations.

EXAMINATIONS:

There will be three major examinations. Questions on these examinations will be taken from the lectures and reading. Each student must provide his own scantron and writing material for these examinations. Anyone who misses an examination without making prior arrangements with the instructor will receive a grade of "F" for that particular examination. Your professor will discuss this further in class. At the end of the semester, the letter grades on these three examinations will be averaged together and will constitute approximately three fourths of the student's final mark in the course.

In addition to the three examinations referred to above, there will be writing exercises on topics selected by the Professor. These exercises will be three in number and generally will occur without preannouncement. Anyone who misses an essay exercise without making prior arrangements with the instructor will be given a failing mark for that performance. At the end of the semester, the three essay examinations will be weighed together and counted as approximately one fourth of each student's final mark in the course. While not as important as the three major examinations referred to above, doing well, or poorly, on these writing exercises can make an important difference in the student's final grade. Your professor will discuss this further in class.

Make-up examinations are discouraged. If extreme circumstances occur preventing a student from taking an examination at the regularly scheduled time, it is the student's responsibility to notify the instructor and make alternative arrangements with him.

GRADING:

In assigning final grades, your instructor does not use pluses or minuses. All final grades will be indicated employing the traditional

categories of A, B, C, D, and F. The final grade for the course will be constituted from an average of grades earned on the three major examinations and, as described above, the in-class writing exercises. It is important to remember that faithful attendance, accurate note taking, and regular review of one's notes will do more than anything else to assure a passing grade in the class.

STUDENT DEMEANOR:

During the lectures students are expected to take notes and conduct themselves as mature adults, displaying appropriate courtesy toward each other as well as the professor. If necessary, the professor will ask students to leave class and/or drop them from the class roll.

DISHONEST BEHAVIOR:

Cheating on examinations, or academic dishonesty of any kind, will not be tolerated. Anyone found engaging in such activities will be asked to leave class and will be given an "F" for the course.

LECTURE TOPICS

I INTRODUCTION AND EARLY HUMANS

This topic explores the long period of pre-history, culminating with the Neolithic Revolution and its innovations in agriculture, village life, and writing.

READING:

In addition to readings provided in VOICES OF WORLD HISTORY, especially "A !Kung Woman's Memories of Childhood," you will find information relevant to this topic in A HISTORY OF WORLD SOCIETIES, Vol. 1, pp. 3-6.

II

ANCIENT MESOPOTAMIAN CIVILIZATIONS

Here we will describe the appearance of record-keeping societies in Mesopotamia, chronicling their rise and fall from the time of ancient Sumeria in the fourth millennium B.C., until the rise of Persia in the sixth century B.C.

READING:

Read and be prepared to discuss the following selections from VOICES OF WORLD HISTORY: the "Epic of Gilgamesh" and the "Law Code of Hammurabi." You will find treatment of this topic in A HISTORY OF WORLD SOCIETIES, Vol. 1, pp. 6-12, 18-19, 25-33.

III

ANCIENT ISRAEL

The experience of the ancient Israelites will be treated here, carrying their colorful history down to the Diaspora at the time of the Romans.

READING:

In VOICES OF WORLD HISTORY, read the excerpts from Genesis, Proverbs, Ecclesiastes, and Josephus. And for treatment of the same subject in A HISTORY OF WORLD SOCIETIES, Vol. 1, see pp. 22-25.

IV

ANCIENT EGYPT FROM THE FIRST DYNASTY TO GRAECO- ROMAN TIMES

We will follow the dramatic history of ancient Egypt, including the magnificent achievements of the Old Kingdom in the late fourth millennium B.C., until the decline of Egyptian dominance in the Middle East in the first millennium B.C.

READING

Among the readings you should focus on in VOICES OF WORLD HISTORY, be sure to read the selections from Herodotus. For further information see: A HISTORY OF WORLD SOCIETIES, Vol. 1, pp. 12-22.

V

ANCIENT INDIA FROM THE INDUS VALLEY CIVILIZATION TO THE MAURYAN EMPIRE

Ancient India, from the Indus Valley Civilization through the reign of the great Mauryan ruler Ashoka, will be our concern here. We will give particular attention to India's religious contributions to the world, especially Hinduism, Jainism, and Buddhism.

READING

While all the selections in VOICES OF WORLD HISTORY are important, pay special attention to the Jainist Sutras in Reading 2. The relevant material in the textbook, A HISTORY OF WORLD SOCIETIES, Vol. 1, is found on pp.37-59.

VI

ANCIENT CHINA FROM THE SHANG TO THE HAN DYNASTY

The impressive, and largely independent, rise of a writing civilization in ancient China will be our concern here. We will follow that rise from the time of the Shang rulers in the sixteenth century B.C., through the philosophical achievements of the Zhou, the oppressive legalism of the Qin, and the cultural acquisitions of the Han dynasties.

READING

When reading the selections on China in VOICES OF WORLD HISTORY, give closest attention to the "Analects of Confucius." Your textbook, A HISTORY OF WORLD SOCIETIES, Vol. 1, pp. 63-87 and 162-177 will reinforce what is provided in class.

EXAMINATION 1

VII

CRETAN AND MYCENAEAN CIVILIZATIONS

The dramatic events associated with Minoan and Aegean societies, including Homer's account of the Trojan War, is our theme here. We will carry the account through the seventh century B.C., examining Greek political life, literature, and the pre-Socratic philosophers.

READING

In addition to reading the excerpts from Homer's *ILLIAD* and *ODYSSEY*, look closely at the poetry of Sappho and the brief statements of Thales, Anaximenes, and Heraclitus in *VOICES OF WORLD HISTORY*, Topic 7. *A HISTORY OF WORLD SOCIETIES*, Vol. I covers these subjects on pp.89-95.

VIII

ATHENS AND SPARTA

We will attempt to convey the impressive development of city life in classical Greece, including the emergence of democracy in Athens, and the very different form of society that emerged in ancient Sparta.

READING

In *VOICES OF WORLD HISTORY*, look especially at Plutarch's biographical sketches of Pericles and Lycurgus. *A HISTORY OF WORLD SOCIETIES*, Vol. 1, pp. 95-106 provides a good but somewhat brief account of these same subjects.

IX

THE PERSIAN AND PELOPONNESIAN WARS

Here the great conflicts between Hellas (Greece) and Persia will occupy us.

READING

You will find the historical accounts of Herodotus, when combined with what is said in lecture, fascinating. Be sure to read them in VOICES OF WORLD HISTORY, Topic 9. There is a brief review of the battles and their consequences provided in A HISTORY OF WORLD SOCIETIES, Vol. 1, p. 97-98.

X

ART AND PHILOSOPHY IN CLASSICAL GREECE

Many consider the cultural triumphs of classical Greece to be the most important things one can learn about ancient Hellas. We will here, as shown in the lecture outline, treat Greek philosophy, religion, drama, and sculpture.

READING

Read both the "Allegory of the Cave," and the "Phaedo" by Plato in VOICES OF WORLD HISTORY, Topic 10. In the textbook, A HISTORY OF WORLD SOCIETIES, Vol. 1, read pp. 99-106.

XI

THE HELLENISTIC WORLD

Topic 11 will begin with an account of the Peloponnesian War. This massive struggle between the two major city states of Greece, will be followed by an account of Alexander the Great and how his conquests altered the entire Mediterranean world.

READING

In addition to Thucydides's description of the great plague in Athens, read both Plutarch's biographical sketch of Alexander the Great and the excerpts from Aristotle. These are provided in Topic 11 of VOICES OF WORLD HISTORY. Also read A HISTORY OF WORLD SOCIETIES, Vol. 1, pp. 98, 106-119.

XII

RISE OF ROME

The story of the Roman Republic and its vast territorial expansion is one of the most fascinating chapters in world history. How it declined and became a dictatorial empire is both interesting and relevant for modern republics such as our own.

READING

Plutarch's sketch of Cato the Elder and Livy's "This Female Madness," in VOICES OF WORLD HISTORY, Topic 12, provide good examples of the conservative flavor of the old Romans. Also see A HISTORY OF WORLD SOCIETIES, Vol. 1, pp. 125-136 for an account of the Roman Republic.

XIII THE ROMAN EMPIRE

How Rome governed the largest empire since that of Alexander, and how she lost it, is the subject of this lecture topic.

READING

Read the excerpts from Tacitus and Suetonius for descriptions of Roman decadence. And read the selections from Seneca, Epictetus, and Marcus Aurelius for examples of Roman philosophical thought. Finally, the description by Jerome of the incursions into Italy by the barbarians will give you a sense of what Roman citizens felt at the time their empire was crumbling. These are all in VOICES OF WORLD HISTORY, Topic 13. A written account of these and relevant events in Roman history are provided in A HISTORY OF WORLD SOCIETIES, Vol. 1, pp. 136-139, 142-157.

EXAMINATION II

XIV RISE OF CHRISTIANITY

The emergence during the period of the Roman Empire of what has since become the largest religion in the world will be our subject here. Birth of the new faith at the time of Jesus, persecution of the church, and its

transformation into the official religion of the empire in the fourth century makes for exciting telling and reading.

READING

Read first the selections from the New Testament, followed by those from Augustine and Ausonius, in VOICES OF WORLD HISTORY, Topic 14. The textbook, A HISTORY OF WORLD SOCIETIES, Vol. 1, pp. 139-142, 192-201 covers the same material.

XV THE EARLY MIDDLE AGES

The hordes of barbarians that swarmed over Europe and invaded the Roman Empire is our next topic. We will explore the nature of their societies and carry our account of them through the time of Charlemagne.

READING

Readings from VOICES OF WORLD HISTORY, Topic 15, include contemporary descriptions of the Germanic tribes, the Huns, and a brief sketch of Charlemagne by Einhard. In A HISTORY OF WORLD SOCIETIES, Vol. 1, these subjects are treated on pp. 202-205, 216-217, 347-351.

XVI ISLAM

We will not only describe the birth and dramatic growth of this, one of the world's great religions, but point to some of its many scientific and cultural accomplishments.

READING

Lesson Topic 16, "Fire from the Desert," in VOICES OF WORLD HISTORY, Contains readings from the QUR'AN, as well as selections from Muslim poets and philosophers. The early Islamic experience is covered in A HISTORY OF WORLD SOCIETIES, Vol. 1, pp. 219-255.

XVII

INDIA: FROM THE GUPTAS TO TAMERLANE

Beginning with the impressive accomplishments of the Gupta Empire, we will trace India's long experience with repeated invasions from the northwest and discuss the impacts these invasions had on Indian religion and social life.

READING

In addition to the lecture outline, see the excerpts from Buddhist, Islamic, and Hindu teachings. These are found in **VOICES OF WORLD HISTORY**, Topic 17. For this same subject, see **A HISTORY OF WORLD SOCIETIES**, Vol. 1, pp. 304-317.

XVII

CHINA: SUI TO MING DYNASTIES

The magnificent and largely autochthonous achievements of Chinese society between the seventh and fifteenth centuries will be addressed here.

READING

Among the readings on China provided in **VOICES OF WORLD HISTORY**, Topic 17, give particular attention to the selection from Marco Polo. This lecture is also covered in **A HISTORY OF WORLD SOCIETIES**, Vol. 1, pp. 321-333.

XVIII

PEOPLES OF THE ANCIENT AMERICAS

The astonishing emergence of various civilizations in the Western Hemisphere, including discussion of Mayan and Incan societies will be our subject in this unit.

READING

Along with selections from the **POPUL VUH**, be sure to read the exciting accounts of Christopher Columbus and Bernal Diaz in **VOICES OF WORLD HISTORY**, Topic 18. For more extensive reading on this subject, see **A HISTORY OF WORLD SOCIETIES**, Vol. 1, pp. 387-415.

XIX LATE MEDIEVAL EUROPE

The emergence of Europe from the difficulties of the Early Middle Ages, including the rise of universities, readjustments of the church, and the Crusades will be discussed. We will also examine important legal innovations such as Magna Carta, Parliament, and the jury system.

READING

In VOICES OF WORLD HISTORY, Topic 19, give particular attention to statements of papal authority issued by Gregory VII, and to excerpts from Magna Carta. Also read A HISTORY OF WORLD SOCIETIES, Vol. 1, pp. 351-385.

XX THE RENAISSANCE AND REFORMATION

The excitement and energy of the Renaissance, as illustrated in literature, art, and science will be our concern here. This will be followed by a discussion of the great religious upheaval known as the Protestant Reformation.

READING

See especially the excerpts from Machiavelli and Mirandola, in VOICES OF WORLD HISTORY, Topic 20. From the textbook, A HISTORY OF WORLD SOCIETIES, Vol. 1, read pp. 417-456.

EXAMINATION III