**SYLLABUS AND COURSE INFORMATION**

**BASIC INFORMATION**

**COURSE NAME:** History 1101 (Section 6)

**SUBJECT:** World History to 1500

**SEMESTER:** Spring 2021

**MEETING TIME:** Tu/Th 4-5:15 pm

**CLASS ZOOM LINK REGISTRATION:**

**COURSE INSTRUCTOR:** James Ciment

**BOOK:** *Worlds Together, Worlds Apart* (Volume 1, Concise Second Edition) by Elizabeth Pollard, et. al. (available for purchase or on Instant Access on Blackboard)

**ZOOM CLASS MEETING ID:** You must register for the class on Zoom (this is different than your registration at Cal Poly); I have sent you a link. Once you register, you will get the link to the class itself; you only have to register once and the link will be the same for every class session. There is NO password for this class.

**CLASS WEBSITE:** cimenthistory.com (click on World History 1101 button)

**EMAIL:** jdciment@cpp.edu

**OFFICE HOURS:** Tu 8:45-9:45 AM (Zoom link: <https://cpp.zoom.us/j/89889222643>); Tu 2:45-3:45 PM (<https://cpp.zoom.us/j/88551856581>); Th 11:30 AM-12:30 PM (<https://cpp.zoom.us/j/81234937031>); (Note: waiting room function is on for office hours)

**ZOOM INSTRUCTIONS**

While I am sure all of you are familiar with Zoom by this time, I want to go over how I am going to approach classes on Zoom—both in terms of the technology and the etiquette. You will be allowed to enter the class before I arrive. I will not mute you upon entry so that you can talk amongst yourselves if you so desire; once class begins, I will ask you all to mute yourselves. To make a comment or ask a question, please use the chat function unless I call on you specifically.

You are requested to turn on your video (unless you don’t have a camera on your computer), so please dress and present yourself as if you were coming to an in-person class. You are also required to have the virtual background function on and each week to put an image behind you—you can upload images from the Internet--that reflects the historical period we are discussing that week; I may ask you to tell us about it, so be prepared. I have sent you all instructions on how to set up a virtual background.)

Finally, I will be recording the lectures and putting them up on Kaltura. There will be a link on each week of the website to view the lectures for that week asynchronously. Keep in mind, depending on traffic levels on the Cal Poly website, the lecture may not appear asynchronously until the following day. Also, see section on Absences at the bottom of this syllabus to see attendance policy for those viewing lectures asynchronously.

**OVERVIEW**

This class will cover world history from prehistoric times to the year 1500 and, if we have time, into the Scientific Revolution of the 1500s and 1600s. It’s a lot to cover in 15 weeks, so we won’t even attempt to cover it all. Instead, we will be taking a thematic approach, that is, focusing on a subject (e.g. money and commerce OR religion) and examining it across cultures and time periods.

Among the themes we will be examining—our evolution as a species, the meaning of civilization, the rise of governments and states, writing, urbanization, societies and social hierarchies, gender relations, culture and cultural diffusion, religion, technology, migration, trade, war, and science/technology.

**CLASS SCHEDULE**

**Week 1 (January 26 and 28): We Were Not Alone (Africa-Eurasia)**

Course Introduction and the Origins of Humanity: 14 Billion -70,000 Years before the Present (YBP)

**Readings:** Text: Pages 3-18 (BECOMING HUMAN to Migrations of Homo Erectus), 46-48 (Creation Narratives: The Sacrifice of Perusha and Genesis 1:1-31)

**Week 2 (February 2 and 4): Active Brains and the Easy Life (Global)**

The Cognitive Revolution and Foraging Societies, 70,000-12,000 YBP

 **Readings:** Text: Pages 18-26 (*Homo Sapiens:* The First Humans to Paintings,

Sculpture and Music); Website: “Why Humans Run the World”

**Week 3 (February 9 and 11): Sweat of our Brows (Fertile Crescent)**

The Agricultural Revolution (12,000-2,000 YBP)

 **Readings:** Text: Pages 26-43 (AGRICULTURAL REVOLUTION: FOOD PRODUCTION

AND SOCIAL CHANGE to CONCLUSION): Website: Seeds of Civilization

**Week 4 (February 16 and 18): Imagine This (Mesopotamia and Egypt)**

River Valleys and the First States. 3000-1000 Before the Common Era (BCE, also known as BC)

 **Readings:** Text: Pages 55-76 (SETTLEMENT AND PASTORALISM to Prosperity and

the Demise of the Old Kingdom Egypt); Website: Code of Hammurabi (1754 BCE); 3 Egyptian Mortuary Texts (24th-6th Century BCE)

**Week 5 (February 23 and 25): Imagine That (China)**

 River Valleys and the First States: 2000-1000 BCE

**Readings:** Text: Pages 83-87 (YELLOW AND YANGZI RIVER BASINS to From Yangshao to Longshan Culture), 127-130 (SHANGE TERRITORIAL STATE IN EAST ASIA to Society and Ritual Practice); Website: Mandate of Heaven (18th Century BCE)

**Week 6 (March 2 and 4): You Must Remember This (Sumer and Andes Mountains)**

Origins of Writing: 3000 BCE to 1400s Common Era (CE, also known as AD)

**Readings:** Text: Pages 66-67 (Early Writing and Early Texts), 75-76 (Writing and Scribes), 96-100 (Early Writing in Context), 131-132 (Shang Writing); Website: Evolution of Writing; Kipus

**Week 7 (March 9 and 11): Top to Bottom (India and Global)**

Rise of Social Hierarchies: From 3000 BCE

**Readings:** Text: Pages 65-66 (Royal Power, Families, and Social Hierarchy), 178-183 (FOUNDATIONS OF VEDIC CULTURE); Website: Farming and Inequality; Women in Pre-History; Bhagavad Gita

**Week 8 (March 16 and 18): Empire State Building (Assyria, Persia, Rome, Mexico)**

Rise of Empire: 2400 BCE to 1400s CE

**Readings:** Text: Pages 67-70 (Spreading Cities First Territorial States), 167-173 (Persian Empire); 192-195 (Comparing Early Empires), 312-327 (ROMAN EMPIRE)

Website: Assyrian Imperial Sculpture (Images), Kurash Prism/Book of Ezra (539 BCE, 5th Century BCE), Cicero’s Letter to His Brother Quintus (60 BCE); Rise of the Aztecs

**Week 9 (March 23 and 25): Money Makes the World Go ‘Round (Global)**

Money in History: From 3000 BCE

**Readings:** Text: Pages 222-224 (Economic Innovations), 294-295 (Coinage); Website: Origins of Money, Debate on Salt and Iron (81 BCE)

**SPRING BREAK (NO CLASSES MARCH 30 AND APRIL 1)**

**Week 10 (April 6 and 8): Let’s Make a Deal (Africa, Central Asia, and Europe)**

Trade in History: 1000 to 1500 CE

 **Readings:** Text: Pages 102-103 (Burials and Long-Distance Trade), 273-282

(FORMATION OF THE SILK ROADS), 445-447, (DEVELOPMENT OF MARITIME TRADE),

467-471 (WORLD COMING TOGETHER to Sub-Saharan Africa Comes Together); Website: Communist Manifesto (1848)

**Week 11 (April 13 and 15): What Goes Around, Comes Around (South Asia)**

Universal Natural Religions of the East: 2500 to 500 BCE

 **Readings:** Text: Pages 360-364 (POLITICAL AND RELIGIOUS CHANGE IN SOUTH

ASIA); 216-219 (Brahmins, Their Challengers, and New Beliefs), 368-370 (Buddhism in China); Website: Upanishads (800-400 BCE); Buddhism: Gautama’s Discovery (500-100 BCE)

**Week 12 (April 20 and 22): In the Beginning… (Middle East)**

Universal Theistic Religions of the West: 1200 BCE to 900 CE

 **Readings:** Text: Pages 175-178 (Israelites), 322-324 (Rise of Christianity), 345-351

(Appeal of Christianity), 395-411 (ORIGINS AND SPREAD OF ISLAM) 423-430

(EMERGENCE OF EUROPEAN CHRISTENDOM); Website: Old Testament (excerpts); New Testament (Sermon on the Mount); New Testament (Paul’s Letters); Quran (excerpt)

**Week 13 (April 27 and 29): “The Unexamined Life is Not Worth Living” (Greece)**

Western Philosophical Tradition: 800 to 300 BCE

 **Readings:** Text: Pages 173-174 (Sea Peoples to The Greeks), 220-222 (Formation

of New City-States), 224-226 (New Ideas, What Makes an “Axial Age”?), 253-260

(ALEXANDER AND THE EMERGENCE OF A HELLENISTIC WORLD; Website: Politics of Aristotle (4th Century BCE)

**Week 14 (May 4 and 6): Yin and Yang (China)**

Eastern Philosophical Tradition: 600 to 200 BCE

Text: Pages 204-213 (EASTERN ZHOU CHINA); Website: Analects of Confucius (5th to 3rd Century BCE), Tao Te Ching of Laozi (ca. 400 BCE), Han Fei Tzu’s Legalism (ca. 230 BCE)

**Week 15 (May 11 and 13): Ignorance is Not Bliss (Europe)**

Origins, Meaning and Implications of the Scientific Revolution: 1500 to 1700 CE

 **Readings:** Website: Francis Bacon’s Preface to the Novus Organum (1620 CE),

Roger Cotes’ Preface to Isaac Newton’s *Principia Mathematica* (1713 CE)

**BOOKS AND OTHER SOURCES**

**Text:** *Worlds Together, Worlds Apart: Beginnings Through the 15th Century,* Volume 1 (2nd Edition, Concise Edition)

**Readings:** Primary and secondary sources on the website.

**ASSIGNMENTS**

ALL ASSIGNMENTS—PAPERS, QUIZZES, EXAMS--ARE OR WILL BE AVAILABLE UNDER THE ASSIGNMENTS TAB IN BLACKBOARD AND ARE TO BE TURNED IN ON BLACKBOARD.

**Attendance:** You are highly encouraged to come to the synchronous classes from 4-5:15 pm on Tuesdays and Thursdays. Indeed, if you cannot attend these classes regularly, think about dropping this course. However, I understand that occasions will arise when you cannot attend. Therefore, I will be recording every class for asynchronous viewing. If you view the class asynchronously, you will be required to take a quiz based on the lecture, the answers to which must be submitted no later than the Sunday after the class in question. This is separate and in addition to the weekly quiz based on the readings.

**Readings:** You are expected to have all the readings completed by the beginning of the week in which they will be discussed. It is very important to do the readings on time, as there will be an assignment (sometimes a short answer assignment, sometimes a multiple-choice quiz) based on the text and website readings each week.

**Weekly Reading Assignments and Quizzes:** As mentioned, there will be a short answer assignment, or multiple-choice quiz, based on the readings each week and this will be due on the Tuesday of the week in question by the time class begins.

**Papers:** There will be two 1,000 word writing assignments due around weeks 5 and 15 (more on these to come)

**Exams:** There will be a mid-term around the 9th week, which will be in a short answer format (more on this to come); there will also be a multiple-choice, short answer, true/false etc…final exam during finals week (more on this to come).

**Absences and Tardiness:** This is tricky with distance learning. It is easy for me to monitor who attends synchronously but almost impossible for asynchronous classes (hence the quizzes for those who attend the occasional class asynchronously—that marks your attendance). You are allowed to miss up to two classes without penalty. Each class missed after that drops your grade by two points.

It is almost impossible to monitor tardiness with distance learning that doesn’t take up too much class time so punctuality will be on the honor system, meaning you should honor your fellow classmates, your professor and yourself by coming online on time.

**GRADES**

**Weekly Quizzes:** 15 percent of grade (one missed quiz will NOT affect your grade).

**2 Papers:** 20 percent of grade each for a total of 40 percent

**Mid-Term**: 20 percent of grade

**Final Exam:** 25 percent of grade