

History 1: World History from the Paleolithic to the Columbian Exchange

Course Content. This course immerses students in the study of the global past by analyzing the history of human societies. Taking a chronological approach, the course follows political, economic, cultural, ideological, and intellectual aspects of human action and behaviors, beginning with the evolution of humans and ending with the early sixteenth century. The course traces the development of societies across Africa, Eurasia, and the Americas, highlighting how they understood their own cultures and neighbors by reading primary and secondary sources. Themes include the origins of civilization, religions and philosophies, the rise of kingdoms and empires, and the variety of interactions among individuals as well as peoples, and between peoples and their environments. The class will include historical debates and multiple interpretations of specific events and processes.

Course Objectives. History 1 introduces students to the study of college-level history. This means students refine a variety of skills: defining historical terms and concepts, identifying origins, following scholarly debates, evaluating evidence critically, identifying causality, explaining and locating historical context, and gathering and interpreting evidence from primary sources. In addition, students learn to articulate points of view from different parts of the globe orally and in writing. Students likewise fine tune their critical reading and writing skills, focusing on developing historical interpretations and arguments. Lastly, students practice oral presentation and apply the historical knowledge gained to analyze and critique media coverage of historical events.

Learning Outcomes.

1. Place major historical events in world history in their proper chronology (Social, Historical, Cultural Understanding outcome 1)
2. Identify major political, economic, social, intellectual, and environmental trends in world history in their proper geographic locations (Social, Historical, Cultural Understanding outcome 1)
3. Follow and articulate different interpretations of specific events or processes (Social, Historical, Cultural Understanding outcome 2)
4. Learn to collect an appropriate array of primary sources as evidence for historical events and processes (Social, Historical, Cultural Understanding outcome 3)
5. Assess the credibility of documents (Social, Historical, Cultural Understanding outcome 3)
6. Examine events and texts within their proper historical context (Social, Historical, Cultural Understanding outcome 4)
7. Interpret primary sources (Social, Historical, Cultural Understanding outcome 4)
8. Write persuasive and accurately documented historical essays (Social, Historical,

Cultural Understanding outcome 4)

9. Identify and articulate points of view from non-U.S. and non-Western perspectives (Global Perspectives Option 2).

Requirements and Assessment. Students must be prepared for every class by reading the material assigned before the class meets. Reading means paying careful attention to the text, taking notes on the main ideas and identifying relevant pieces of evidence. Students must be ready to answer questions in class; hence, attendance is mandatory. Students can expect unannounced questions at the beginning of class (see “worksheets” for details). The objective of the worksheet is to give students feedback on their reading comprehension and grasp of the historical method, as well as to prepare them for exams. Worksheets cannot be made up if missed. In addition, each student will make a brief presentation on a news item and explain its pertinence to the class, then turn in the item for evaluation (see “newsbrief” for details). The objective of this exercise is to assess the latest news in interpretation and to improve media literacy. Students are also required to attend two history-sponsored co-curricular events outside of class to create intellectual community across the College and develop the habit of life-long learning. The above items count as class participation (10%).

There will be two essay exams (midterm and final, 20% each). The exams demonstrate mastery of content, the ability to follow cause and effect, to make a historical argument, to write persuasively and to use historical evidence accurately and appropriately.

Students will write two papers. The first is a short (2-3 pages of text) global perspective, point-of-view paper based on a primary source (details attached; 20%). The second paper is also short (4-5 pages of text) and it analyzes a primary source not read in class (30%).

Academic Honesty. All students should be intimately familiar with what constitutes plagiarism. Plagiarism, even if unintentional, means automatic failure in the class and disciplinary action. Check the student handbook for definitions and information about plagiarism at Saint Mary’s. All grades are final.

Policy regarding disabilities:

Student Disability Services extends reasonable and appropriate accommodations that take into account the context of the course and its essential elements, for individuals with qualifying disabilities. Students with disabilities are encouraged to contact the Student Disability Services Director at (925) 631-4164 to set up a confidential appointment to discuss accommodation guidelines and available services. Additional information regarding the services available may be found at the following address on the Saint Mary’s website: <http://www.stmarys-ca.edu/academics/academic-advising->

[and-achievement/student-disability-services.html](#)

Required readings:

Bulliet, Crossley, Headrick, Hirsch, Johnson, and Northrup, The Earth and Its Peoples
Gilgamesh

The Dhammapada

The Bhagavad-Gita

The Koran

The Tao-te-Ching

Miguel Angel León Portilla, The Broken Spears: The Aztec Account of the Conquest

Bartolomé de las Casas, The Devastation of the Indies

*Items on reserve at the Library and available on e-reserve

Highly recommended:

Mary Lynn Rampolla, A Pocket Guide to Writing in History, 5th Edition

Class Schedule

Mon August 29	What is history? Learning objective: Establishing class parameters
Wed August 31	Evolution Reading due before class today: Bulliet <i>et al</i> , Ch. 1 (through “Gender Roles and Social Life”); *Kate Wong, “The Littlest Human,” <u>Scientific American</u> (Feb 2005); *John Noble Wilford, “A Tiny Hominid with no Place on the Family Tree,” <u>NYT</u> (April 28, 2009); *John Noble Wilford, “Feet Offer Clues About Tiny Hominid,” <u>NYT</u> (May 7, 2009) Define today before class: <i>paleontology</i> Objective: Following chronology and scholarly debate and use of evidence
Fri, Sept 2	Human Revolutions, to 3500 BCE Read: Bulliet <i>et al</i> , Ch 1, from “The Agricultural Revolutions” to the end; *History Debate: Why Women’s Status Deteriorated; *Historical Controversy: Patriarchy and Matriarchy in the Ancient World;

*Natalie Angier, review of The Myth of Matriarchal PreHistory by Cynthia Eller

Define: *culture, matriarchy, patriarchy*

Objective: Following arguments about cause and effect

Wed Sept 7

Civilizations Arise, 4000 – 1500 BCE

Reading: Bulliet *et al*, Ch 2; *John Noble Wilford, “A Mystery, Locked in a Timeless Embrace,” NYT (Dec 20, 2005)

Define: *civilization*

Objective: Using precise language; using visual evidence; introducing point of view

Fri Sept 9

Global Perspective: The Epic of Gilgamesh

Read: Gilgamesh (skip the introduction); *Warren E. Leary “Found: Possible Pre-Flood Artifacts,” NYT (Sept 13, 2000)

Define: *archaeology*

Objective: Analyzing a primary source in historical context

Mon Sept 12

Additional Interpretations: Civilization and Ecology

Read: *J. Donald Hughes, Ch 3 of Pan’s Travail, “Ecological Crises in Earlier Societies”

Define: *ecology*

Objective: historical interpretation from environmental history

Wed Sept 14

Civilization in China, 2000-221 BCE

Read: Bulliet *et al*, Ch 3 (stop at Nubia); *selections from Confucius’ The Analects (pp. 25-64)

Define: *Religion, philosophy, ideology, humanism, values*

Objective: analyzing a primary source in historical context; articulating a point of view

Fri Sept 16

Global Perspective: Chinese Philosophy

Read: The Tao-te-Ching, all

Objective: Analyzing a primary source in historical context;

articulating a point of view

Mon Sept 19

Different Interpretations: Peopling the Americas

Read: *Sarah Toyne, "Aborigines were the First Americans," The London Sunday Times (August 22, 1999); *David Keys, "Walking with Ancestors: Discovery Rewrites American Prehistory," Independent Online Edition of Americas (July 5, 2005); * "Ancient Footprints Found In Mexican Valley," FoxNews.com (October 26, 2006); *Marc Kaufman, "Human Traces Found to be Oldest In North America," The Washington Post (April 4, 2008); * "Remains of Ancient Mexican Woman Suggest Diverse Migration," AchaeoNews (July 26, 2010); *David Brown, "Texas dig solidifies evidence that first Americans Were here 15,000 years ago," The Washington Post (March 24, 2011); *Jack Hitt, "Mighty White of You," Harper's Magazine (July 2005); *Hillary Mayell, "Climate Change Caused Extinction of Big Ice Age Mammals, Scientist Says," NatGeoNews (Nov 12, 2001); *Hillary Mayell, "Humans to Blame for Ice Age Extinctions, Study Say," National Geographic News (Aug 10, 2005); * "Mass Extinctions: It Came Like Yesterday," The Economist (May 26, 2007)

Objective: Identifying origins; following scholarly and popular debates and their use of evidence

Wed Sept 21

Changing Interpretations: New Civilizations? 2500- 250 BCE

Read: Bulliet *et al*, Ch 3: Nubia to the end; *Matthias Schulz, "How Middle Eastern Milk Drinkers Conquered Europe," Spiegel Online, (October 15, 2010):

www.spiegel.de/international/zeitgeist/0,1518,druck-723310,00.html

*John Noble Wilford, "Ruins Alter Ideas of How Civilization Spread," NYT (May 23, 2000); *Henry Fountain, Archaeological Site in Peru is Called Oldest in Americas," NYT (April 27, 2001); *David Chandler, "Ruins of 4,600-year-old city in Peru Challenges Theories of civilization," SF Chronicle (April 27, 2001); Anthropologists Establish Date and Importance of the Americas' Oldest City," Museum Information (April 26, 2001); *John Noble Wilford, "Evidence Found for Canals That Watered Ancient Peru," NYT (Jan 3, 2006); *John Noble Wilford, "Writing on Stone May Be Oldest in the Americas," NYT (Sept 14, 2006)

Objective: identifying origins; revising scholarship with new evidence

Fri Sept 23

Mediterranean Communities, 2000 – 500 BCE

Read: Bulliet *et al*, Ch 4, including "Animal Domestication"

Objective: Tracing linkages among societies

Mon Sept 26

Different Interpretations: The Israelites, 1500 – 500 BCE
Read: *Phylis Tribble, review of The Bible Unearthed by Israel Finkelstein and Neil Asher Silberman; *Haim Watzman, “Archaeology vs. the Bible,” The Chronicle of Higher Education (January 21, 2000); *Alan Riding, “Out of Sheba Came a Queen (Maybe Not),” NYT (Sept 17, 2002); *Daniel Lazare, “False Testament: Archaeology refutes the Bible’s claim to history,” Harper’s Magazine (March 2002)

Objective: Analyzing archaeological evidence in history

Wed Sept 28

Greece and Persia, 1000 – 30 BCE
Read: Bulliet *et al*, Ch 5
Define: *democracy*

Objective: Placing concepts in historical context

Fri Sept 30

Different Interpretations: Sexuality, Ecology
Read: *Peter N. Stearns, in Sexuality in World History, “Greece and Rome,” “Homosexuality,” “Sexual Culture,” and “Persia”; *J. Donald Hughes, “Ripples in Clio’s Pond: Classical Athens and Ecosystemic Collapse,” Capitalism, Nature, Socialism 7(3) Issue 27 (Sept 1996); *William J. Broad, “For Delphic Oracle, Fumes and Visions,” NYT (March 19, 2002)

Objective: historical interpretation from the history of sexuality

Mon Oct 3

The Roman Empire 753 CE – 330 CE
Read: Bulliet *et al*, Ch 6 (up to “The Origins of Imperial China); * “A Retrospect: A Short Life of Jesus,” from Gerard Theissen and Annette Meiz, The Historical Jesus; *Frank Kermode reviews Beyond Belief by Elaine Pagels and Dinitia Smith, “The Heresy that Saved a Skeptic,” NYT, June 14, 2003; *Jonathan Darman, “An Inconvenient Woman,” Newsweek (May 29, 2006)

Objective: Identifying origins in historical context

Wed Oct 5 Interpretation: The Collapse of Rome 300s
Read: *J. Donald Hughes, Pan's Travail, Ch 6: "Wildlife Depletion: Hunting, Fishing, and the Arena," and Ch 11: "Environmental Problems as Factors in the Decline of the Greek and Roman Civilizations"; * "The Revelation of Saint John the Divine," the Bible

Objective: following causation from environmental history

Fri Oct 7 Midterm Exam

Mon Oct 10 Imperial China, 221 BCE – 220 CE
Read: Bulliet *et al*, Ch 6 to the end

Objective: Analyzing continuity in history

Wed Oct 12 India and Southeast Asia, 1500 BCE – 1025 CE
Read: Bulliet *et al*, Ch 7, including "Oral Societies and the Consequences of Literacy"; *Holland Cotter, "Basking in the Presence Of An Ever-Changing God," NYT (July 8, 2011); *Ken Johnson, "A Life-Affirming Female Force, Ready to Rumble," NYT (July 8, 2011)

Objective: Tracing linkages among societies

"Columbus Day," "Indigenous People's Day," "Día de la Raza"? Whose interpretation?

Mon Oct 17 Global Perspective: Indian Philosophy
Read: The Dhammapada, all

Objective: Analyzing a primary source in historical context and articulating a point of view

Wed Oct 19 Global Perspective: Indian Religion
Read: The Bhagavad-Gita, 1st – 6th Teachings
Define: *virtue*

Objective: Analyzing a primary source in historical context and articulating a point of view

Fri Oct 21 Global Perspective: Indian Religion
Read: The Bhagavad-Gita, 7st – 18th Teachings

Objective: Analyzing a primary source in historical context and articulating a point of view

Mon Oct 24 Interactions 300 BCE – 1200 CE
Read: Bulliet *et al*, Ch 8

Objective: Tracing linkages among societies

Wed Oct 26 The Rise of Islam, 200-1200
Read: Bulliet *et al*, Ch 9; *Millenium Focus: Spices of the Middle East;
*Dennis Overbye, "How Islam Won, and Lost the Lead in Science," NYT
*Carla Power, "A Secret History," NYT Magazine (Feb 25, 2007)

Objective: Identifying origins in historical context

Fri Oct 28 Global Perspective: Islam
Read: The Koran, Selection 7 (The Imrans), Sel 10 (The Heights),
Sel 11 (Hud), Sel 10 (Jonah); Selection 12 (Joseph), Sel 33 (The
Confederate Tribes)

Objective: Analyzing a primary source in historical context and articulating a point of view

Mon Oct 31 Global Perspective: Islam
Read: The Koran, Sel 19 (Mary), Sel 4 (Women), Sel 65 (Divorce)
Selection 17 (the Night Journey); *Max Rodenbeck, "The Muslim Past,"
book review, NYT (June 27, 2010); *Neil MacFarquhar, "New
Translation Prompts Debate on Islamic Verse," NYT (March 25, 2007);
*Evan R. Goldstein, "Just How Just," Research in Review (Summer/Fall
2008)

Objective: Focus on translation and interpretation

Wed Nov 2 The Formation of Europe, 300- 1200
Read: Bulliet *et al*, Ch 10

Objective: Identifying origins in historical context

Fri Nov 4 Global Perspective/Point of View paper due
Interpretations: Same Sex Unions in the Early Christian Church
Read: *Mitchell and Mitchell, Issue 7, pp 116-135

Objective: Analyzing scholarly debates and use of evidence

- Mon Nov 7 Inner and East Asia
Read: Bulliet *et al*, Ch 11
- Objective: Tracing linkages among societies
- Wed Nov 9 “Americans” 200-1500
Read: Bulliet *et al*, Ch 12, including “Religious Conversion”; *Juan Forero, “Scientists Find Evidence discrediting theory Amazon was Virtually Unlivable,” The Washington Post (September 5, 2010); *Jared Diamond, “The Last Americans,” Harper’s Magazine (June 2003)
- Objective: Following historical debates and use of evidence
- Fri Nov 11 The Nomads Change Eurasia, 1200-1500
Read: Bulliet *et al*, Ch 13; *Nicholas Wade, “A Prolific Genghis Khan, It Seems, Helped People the World,” NYT (February 11, 2003)
- Objective: Tracing linkages among societies
- Mon Nov 14 Tropical Lands: Africa and Asia, 1200-1500
Read: Bulliet *et al*, Ch 14
- Objective: Interpretation without a written record
- Wed Nov 16 Latin Europe Recovers 1200-1500
Read: Bulliet *et al*, Ch 15; *Lynn White, Jr. “The Historical Roots of Our Ecologic Crisis,” Science 155:3767 (March 10, 1967)
- Objective: Interpretation from intellectual history
- Fri Nov 18 Maritime Revolutions to 1550
Read: Bulliet *et al*, Ch 16, including “Climate and Population to 1500”
- Objective: Evaluating historical evidence
- Mon Nov 21 Global Perspective: A Conqueror’s Testimony
Read: de las Casas, (skip Introduction) beginning of testimony to “The Kingdom of Yucatán” (ca. p. 79)

Thanksgiving: Celebrate or Mourn? A question of historical interpretation and points of view

- Mon Nov 28 Global Perspective: Spanish Eyewitness
Read: de las Casas, "The Kingdom of Yucatán" to the end

Objective: Analyzing a primary source in historical context and articulating a point of view
- Wed Nov 30 Global Perspective: The Defeated Remember
Read: León-Portilla, Chs 1-5

Objective: Analyzing a primary source in historical context and articulating a point of view
- Fri Dec 2 Global Perspective: Aztec Memory
Read: León-Portilla, Chs 6-10

Objective: Analyzing a primary source in historical context and articulating a point of view
- Mon Dec 5 Global Perspective: The Aztec Interpretation
Read: León-Portilla, Chs 11-14
- Wed Dec 7 Global Perspective: The Maya Write Their History
Read: *The Popol Vuh, Book I: Chs 1-4 (pp. 21-32)

Objective: Analyzing a primary source in historical context and articulating a point of view
- Fri Dec 9 Paper analyzing a primary source due
Read: *The Popol Vuh, Book III: Chs 1-4, 9 (pp. 87-94, 102-107)

Objective: Analyzing a primary source in historical context and articulating a point of view
- Thurs Dec 15, 2-4 p.m. Final Exam

Assignments

1. Worksheets.

The questions you will be asked to answer in class are meant to develop the habit of careful reading of texts, understanding debates and interpretations, and sharpen your analytical and critical thinking skills and your ability to evaluate evidence to support a historical argument. Take them as practice exam questions. They are not grades formally, but I do make notations that mean the following:

- you understand the question, your interpretation and analysis is supported with good evidence
- you did not understand the question, or your interpretation and analysis is not supported by the evidence
- you did not demonstrate that you read the material assigned, and/or that you understood the question, and/or you did not provide sufficient or accurate evidence

2. Newsbrief: History in the News

Select an item in the press in the days prior to your scheduled presentation date. The press outlet must be a major newspaper or news venue (avoid unknown sources, particularly from the internet). Bring a copy of the article to class and prepare a short paper that includes the following, in separate paragraphs:

- a. A summary of the article
- b. Your analysis explaining how the article is relevant to the material already covered in class readings, lecture, or discussion
- c. Your evaluation of the sources the writer used, the reliability of those sources, and an explanation of why you concluded that the article was reliable or not, including spelling out what criteria you used to judge its reliability

Present the article to the class, covering briefly all the points above. Be prepared to answer questions about your article.

The objectives of this exercise is to sharpen your skills in close reading, to practice gathering evidence, to practice identifying and summarizing the important points in a text, to learn how to assess evidence from media outlets, and to synthesize and apply new knowledge.

3. Writing Assignment: Global Perspective/Point of View

Write a brief paper (2-3 pages of text, plus end notes and bibliography pages; 12-point font; 1-inch margins; double space) where **articulate the point of view** about a topic (nature, women, the sacred, masculinity, sex, politics, economics) that a particular narrator from a non-European geographical location reveals in a primary source selected by you. **Identify the speaker** (gender, class, social position) and place yourself in his/her shoes to

demonstrate you understand how that person saw and interpreted his/her world.

This is not a research paper. This is about learning to gather evidence about the mentalities of members of cultures across time and space and about doing very close reading of a text, with the purpose of gaining a sense of global perspective. Discuss your selection of evidence (primary material) and ideas with the professor before writing to make sure you are on the right track. You may write drafts and they are highly encouraged; rewriting is not allowed.

4. **Writing Assignment: Analyzing a primary source**

Write a brief analysis and interpretation (4-5 pages of text; plus end notes and bibliography pages) of a primary source of your choice and answer the question: **what does this source tell us about the society that produced it?** You need to explain the **historical context** for the document you select and answer the question based on that context and then derive a picture of the society based on the source you collected. What **facts** does the source give us about the economy, politics, gender relations, social structure (divisions, system of justice, relations among various groups), environment, technology, or culture (music, art, cuisine) of the society during the time and place when the document was written?

This is not a research paper. Once you outline the historical context for your text (your textbook will be the best source for this in most cases), your paper should focus on the primary source **exclusively**. Do not use or repeat someone else's interpretation of the text.

The objective of this assignment is to identify major political, economic, social, or cultural trends and issues in the period you choose demonstrate as part of developing historical habits of mind, including careful and close reading of documents, the ability to distinguish between facts and opinions, the capacity to write a persuasive historical argument based on the evidence, the ability to find and assess evidence from texts, the skill of placing texts in their historical context, and the art of writing with flawless grammar.

Discuss selection and answer with the professor before writing to make sure you are on the right track. You may turn in as many drafts as you like. No rewrites allowed.

Primary sources that may be selected for analysis (you will pick only a section, typically) are as follows. If you have another source in mind, consult the professor:

The Book of Travels
The Book of the Dead
The Classic of Odes
The Torah

The Gathas
The Chilam-Balam
The Code of Hammurabi
The Popol Vuh

Avesta
The Book of Changes
The Book of Songs
The Book of Documents

The Upanishads

The Talmud

The Histories of Herodotus

Records of the Grand Historian

Classic of Filial Piety

The Six Authentic Compilations

The Tale of Genji

Digest of Justinian

On the Nature of the Universe (Lucretius)

Canterbury Tales

Histories (Herodotus)

The Rig Veda

The Odyssey

The Analects

The Periplus of the Erythraean Sea

Lessons for Women

The Story of Ying-ying

The Classic of History

The Aeneid

City of Ladies

Republic (Plato)

The Iliad

The (Christian) Bible

The Art of War

Western Chamber Romance

The Koran

The Tale of the Heike

Confessions (St. Augustine)

Inferno

Makers of Rome

Peloponnesian War