WORLD CIVILIZATIONS

LEARNING PROGRAM

AND

OBJECTIVES
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COURSE OBJECTIVE: A broad and general understanding of the chief characteristics of human history in the pre-modern era. Emphasis will be placed on the institutions, values and interrelationships among and between peoples across the globe and the contributions of individual societies and civilizations to human history.

COURSE OUTLINE:

UNIT I: EARLY HUMAN HISTORY AND THE BIRTH OF CIVILIZATIONS
- Topic 1: Early Human History
- Topic 2: Social Values of Traditional Societies
- Topic 3: Early Civilizations—Middle East and Africa
- Topic 4: Early Civilizations—India and China
- Topic 5: Early Civilizations—the Americas and Oceania

UNIT II: RISING CIVILIZATIONS; RISING EMPIRES
- Topic 6: Unification of China
- Topic 7: State, Society and the Quest for Salvation in India
- Topic 8: The Empires of Persia
- Topic 9: Ancient Greece and Rome

UNIT III: GLOBAL CULTURAL DIFFUSION
- Topic 10: Cultural Diffusion along the Silk Roads
- Topic 11: The Rise and Spread of Islam
- Topic 12: The Growth and Spread of Civilization in Asia
- Topic 13: The Growth and Spread of European Civilization

UNIT IV: GLOBAL CONNECTIONS—EURASIA, THE PACIFIC AND THE ATLANTIC WORLDS
- Topic 14: Inner Eurasia and the Mongol Empire
- Topic 15: Pre-Modern Africa
- Topic 16: Worlds Apart—the Americas and Oceania
- Topic 17: Cross-Cultural Interactions and the Columbian Exchange

BOOKS:


I. ATTENDANCE

Attend every class.

Because the scope of the course is so broad and the content in many cases unfamiliar, and because the class does not duplicate the text, a missed session will be very difficult to make up. (If you cannot attend a particular class for a specific reason, be sure to attend a different section of the course during the week—except when Unit tests are being given). Attendance will be taken at each class and will be a component of the grading system.

II. THE POINT-COUNT SYSTEM OF EVALUATION

Students will achieve grades of A, B+, B, C+, C, D or F in the course by accumulating enough points for the grades listed below.

A. The total number of points available during the semester is 300.
   The minimum number of points required for each grade is:
   
   A = 270 points   C = 210 points
   B+ = 260 points   D = 180 points
   B = 240 points    F = 179 points or fewer
   C+ = 230 points

Students taking the course on a Pass/Fail basis need to achieve 210 points to pass the course.

B. Points may be accumulated the following ways:

UNIT TESTS -- 150 points maximum

1. All students must take a test on each of the four Units in the course (see Course Calendar for dates). The professor will inform the class of the point value of each Unit test.
2. Students scoring less than 50% must see their professor immediately to discuss ways to improve their performance.
3. Tests must be taken in the order they are given—a test may not be taken until all previous Unit tests have been taken.
4. Students must take the Unit tests during their regularly scheduled class meeting, or earlier if necessary and with the permission of their professor.
5. Students who miss a test must (1) immediately contact their professor and then (2) see the Learning Assistant, Karen Sieben (History/Philosophy area, 224-2533) and schedule a make-up test as soon as possible. The make-up test must be taken within one week of the date the test was originally scheduled.
6. For best results on tests, see the section entitled “Studying for Unit Tests” later in the Syllabus.
7. In this course, **tests are not retaken**. Students who do not score well, and therefore do not earn many points, should plan to compensate by earning points in other ways.
8. Students must complete **all** of the Unit tests to receive any grade in the course.
9. Your professor may require an alternative activity to one of the tests.

**WRITING ASSIGNMENTS -- 50 points maximum**

1. Students will be assigned various types of written assignments for selected classes during the semester.
2. Refer to the Course Calendar for the due dates and point values.
3. These papers **must be typed** and properly stapled.
4. These papers will not be accepted late.
5. See "Preparing Written Assignments" later in the Syllabus.

**READING QUIZZES -- 50 points maximum**

1. At the very beginning of ten selected classes (see Course Calendar) students will have the opportunity to take a quiz on the **assigned readings** for those classes.
2. The professor will determine the format of these quizzes.
3. Reading quizzes are **not available** to students who are late for class or who miss class. There is **no make-up** available for quizzes.

**ADDITIONAL -- 20 points maximum**

The professor may use these points on tests, papers, quizzes or in any other way.

**CLASS PARTICIPATION -- 30 points maximum**

Student attendance and active participation will be evaluated by the professor at the end of the semester. (Your professor will provide you with details.)
III. MONITORING STUDENT PROGRESS

In accordance with college regulations, students will be monitored on a regular basis during the semester. (Your professor will provide you with details.)

It is the student's responsibility to keep track of their point accumulation in order to know where they stand in the course and to plan to meet the course requirements by the end of the semester. A Point-Count Record Sheet is provided for this purpose on the next page.

IV. INCOMPLETE

An Incomplete designation is available to students who are unable to complete the requirements for a D grade by the end of the semester. In order to qualify for Incomplete the student must:

1. Have already completed 140 points in the course,
2. Be able to achieve D in the course, and
3. Have the professor's approval and complete an application for Incomplete before the end of the semester.
# HIST 105: POINT-COUNT RECORD SHEET

<table>
<thead>
<tr>
<th>Points earned per item:</th>
<th>Total points accumulated:</th>
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<tbody>
<tr>
<td>Topic 1 activity</td>
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<td>Class participation</td>
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<td><strong>UNIT IV TEST</strong></td>
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*Your professor may assign more than one activity for each Topic; use this space for those points where applicable. See Course Calendar for details. (You may not have an entry for each line.)
STUDY SUGGESTIONS

READING ASSIGNMENTS

1. In this course it is necessary to read all of the assigned materials—you can’t get away with just reading one part or another. Tests as well as class discussion will utilize all of the assignments at one time or another.

2. The specific reading assignments can be found in the Syllabus or Course Calendar.
   (a) "TE" refers to the hardbound textbook and the assignments are by page number; the small letters indicate where on the page to stop or start reading (an "a" indicates the top half of the page, a "b" the bottom half.)
   (b) "RGH" refers to the paperbound reader and the assignments are by reading number, not by page number.

   [Your instructor may provide you with different reading assignments than those that appear in this syllabus.]

3. All the information you need to know for quizzes and written assignments will come from the assigned readings. Doing all the readings will enable you to accumulate as many points as possible.

4. Lectures will not duplicate the readings, but some overlap is unavoidable.

5. Be sure you read the assignments before coming to each class; quizzes, when they are given, will be based on these readings, not on what may have been covered in previous classes.

6. Always underline or mark up your books in a way that will be useful to you—this is especially true for material that is directly related to the Topic Outline in each Objective. Don’t ignore maps, pictures or other subject matter included in the books—they often contain important information. (Be sure to put your name in the books so that they can be returned to you if lost or left behind in the classroom.)

7. Your professor will indicate to you which books it is desirable to bring to class—you will probably want to bring RGH to each class since it will be the basis of much of the discussion.

8. Ask questions about anything you do not understand—often that’s the only way to learn.

9. Use a dictionary often—don’t let a word you don’t understand slip by.

TAKING NOTES IN CLASS

Taking good notes is absolutely essential in any class you take! But there are some rules you need to keep in mind to make your notes really valuable to you:

1. Pay attention. Do not allow yourself to be distracted or distract others.

2. Make sure you do your reading ahead of time so you don’t have to duplicate your efforts.

3. Taking good notes involves something less than writing down everything and something more than writing down nothing. A few words here and there is never going to be adequate; neither is writing down only what appears on the blackboard.

4. Taking good notes is an art—especially the art of listening. Listen carefully for cues that the professor provides. Words like “most important,” “vital,” “crucial,” “essential,”
etc. should set you to writing; so should the repetition, rephrasing or rewording of generalities. Don’t get lost in too much detail.

5. You should probably come out of each class with at least two or three pages of notes.

6. Keep the Topic Outline handy, it will provide you with a framework for the material covered in class. Some students work the outline right into their notes—a very useful practice. Also, keep in mind the “Key Terms,” you’re sure to be responsible for them on tests.

7. Go over your notes as soon as possible after each class. Since you may not be able to get everything you want on the spot, you can fill in the missing information while it is still fresh in your mind. Don’t count on remembering the information just in time to study for the test—you won’t.

8. Feel free to tape the class if you wish, but understand this is not a substitute for good note taking.

STUDENT RESPONSIBILITIES

1. Come to class on time or you will miss important material, quizzes, etc.

2. Do not leave the classroom until class is over or during the break—this is very disruptive to other students and the professor.

3. Save your small talk until after class—you will not be permitted to distract others.

4. Respect your fellow students’ desire to learn and participate.

5. Do not make appointments that conflict with class.

6. Acquiring course materials, making up material from a missed class and scheduling make-up tests are the student’s responsibilities.

[The By-Laws of the Board of Trustees, Section 1.3034(m), authorizes a Student Conduct Code (College Regulation 6.3000R). You should be aware that the Standards of Conduct specifically prohibit cheating or plagiarism in connection with an academic program. The enforcement procedures regarding the Student Conduct Code are fully explained in the Student Handbook. Any questions concerning this should be directed either to your Student Development Counselor or the Director of Student Life and Activities.]

APPROPRIATE USE OF TECHNOLOGY

1. All cell phones and beepers must be turned off during class time.

2. Students are not permitted to use I-pods or computers to play music during class time.

3. During lecture or discussion, students are expected to use proper courtesy and refrain from the use of technology.

4. “Chat” is not permitted during class. No text messaging

5. All e-mail must fully disclose the name of the student, course and section number.

6. Copying and pasting from the internet without reference or purchasing materials online and misrepresenting them as your own work is considered plagiarism and is in violation of the Brookdale student conduct code. Doing so will result in grade changes or even expulsion from the course at the discretion of the instructor.
PREPARING WRITTEN ASSIGNMENTS

Papers will be evaluated according to the following criteria:

1. The student must show evidence of having read all the relevant readings (text and RGH) for the topic. This will be evaluated by the presence of specific examples from the readings.
2. Students must show that they understand the meaning of the topic and its related issues.
3. Highest evaluations are awarded to those papers which indicate some degree of originality and obvious interest in the topic.
4. Neatness, good grammar and correct spelling are also taken into account.
5. Material copied from any source will not be accepted.

PREPARING FOR READING QUIZZES

The best preparation depends on conscientiously reading the assignment so that you will be able to provide the correct answers. Your professor will inform you of the format for the quizzes.

STUDYING FOR UNIT TESTS

Unit tests may include a variety of questions including:

Objective Questions:
These will test your general knowledge of the material in the unit. Many will require some degree of thought, not just memorization. You can expect to find the usual multiple-choice, true-false, matching or fill-in-the-blank type of questions. You should know the “Key Terms” and the Topic Outlines very well.

Essay Questions:
In this part you will be asked to provide analytical answers that will ask you to exercise some independent judgment. The essay section will usually include terms and longer essays.

Terms: This section will relate especially to the “Key Terms” section of the Topic Outlines.
1) If you are asked to identify/define a particular term or terms, the professor will expect a brief but complete paragraph (a few words or a sentence or two will not be adequate) fully explaining what or who the term is.
2) If you are asked to provide the historical significance/importance/impact of a term or terms, the professor will be evaluating your ability to explain why the term is important and the impact it had in the context of the Unit within which it was discussed. This will refer to how the term influenced the way people lived, thought, related to other people, changed history, etc. (Answers like “Such-and-such
is significant because people still think that way today” are not what
the professor is looking for, even if it is true.)

**Essays: Organization:** Your essays should be very well organized. Each essay
 should begin with a paragraph which very briefly states your viewpoint on what the question asks. Next, you should provide an explanation that supports the opinion in the first paragraph. Last, you
 should provide a brief conclusion consistent with the body of your essay. Don’t just sit down and start writing.

**Facts:** Everybody has opinions, but the professor is interested in
 seeing that you can back up your opinions with facts you have
 learned in the course. (Your evaluation does not depend on your opinion, but your ability to support your opinion with facts.)

[Ask your professor as to the appropriate length of an essay.]

**Map Exercises:**
On some of the tests you may be given a map exercise to complete. Before the test, the professor will provide you with a list of places to locate on a practice map and a list of relevant maps in the text or ROH.

**Resources Available to Students to Prepare for Tests:**

1. Study groups.
2. Study-skills workshops.
3. Study guides.
4. In-class reviews.
5. Key Terms.
6. Learning Assistant for individualized tutoring.
7. Appointment with professor during office hours.
8. Publisher’s website—student study guide

**MAKE-UP TESTS**

Make-up tests are available to those students who do not take the regularly-scheduled test for whatever reason. However, they are not necessarily based on the same material the in-class tests are based on. The professor will feel free to ask questions on any part or aspect of the material in the unit—not just what the professor included in the review for the test. You should expect make-up tests to be more difficult than the regular tests.

Make-up tests should be scheduled with the Learning Assistant, Karen Sieben, at 224-2533.

(Remember, make-up tests must be completed within one week of the date the regular test was originally scheduled.)

**STATEMENT ON WRITING**

One of the most valuable skills you can acquire in college is the ability to communicate clearly and effectively. Such capabilities should not be restricted to a formal writing course, but must be a component of every course you take. Therefore, in addition to the history content, your professor will also correct spelling and grammatical mistakes (though your grade will not be affected by this).

In cases where students’ writing is clearly unsatisfactory, they will be referred to the Writing Laboratory in Larrison Hall.
DISABILITY STATEMENT

If you have a documented disability and would like to request accommodations and/or academic adjustments, contact the Disability Services Office (formerly Adaptive Services) at 224-2730 or TTY 842-4211.

HISTORY DEPARTMENT STUDENT SERVICES

Your World Civilization professors are committed to providing students with many types of assistance including:
1. Learning Assistant: Karen Sieben (first floor, MAN building) 224-2533
2. Department Web Site—through http://www.brookdale.cc.nj.us (no spaces)
3. Study groups—contact Learning Assistant for schedule.
4. Writing and Reading assistance: appropriate labs
5. Faculty Mailboxes are located in the central office area—first floor of MAN building.
6. Department secretary: Eileen Lengyel, 224-2534
7. Course materials are available in the department Learning Assistant’s area on the first floor of the MAN building
8. Faculty office hours can be found on a schedule posted on the faculty member’s office door in the History Department—first floor, MAN building.

CORE COMPETENCIES:

Communication
The student will communicate information and ideas clearly and effectively in all written and spoken forms, and will demonstrate effective listening and reading skills.

Critical Thinking
The student will think clearly, critically and creatively to analyze information, identify solutions, make logical decisions and solve problems.

Historical/Societal Analysis
The student will identify and analyze historical and/or societal issues as they impact current and future trends.

Community and Workplace
The student will demonstrate cultural sensitivity within the context of the contemporary, diverse, global community. The student will demonstrate ethical conduct and effective teamwork.
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<tr>
<th>#</th>
<th>Name</th>
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<td>1</td>
<td>Muhammad</td>
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<td>2</td>
<td>Isaac Newton</td>
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<td>3</td>
<td>Jesus Christ</td>
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<td>4</td>
<td>Buddha</td>
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<td>Confucius</td>
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<td>St. Paul</td>
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<td>Ts'ai Lun</td>
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<td>Johann Gutenberg</td>
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<td>Christopher Columbus</td>
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<td>Albert Einstein</td>
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<td>Louis Pasteur</td>
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<td>Galileo Galilei</td>
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<td>Aristotle</td>
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<td>Euclid</td>
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<td>Moses</td>
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<td>Charles Darwin</td>
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<td>Shihuangdi</td>
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<td>18</td>
<td>Augustus Caesar</td>
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<td>Nicolaus Copernicus</td>
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<td>Antoine Lavoisier</td>
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<td>Constantine the Great</td>
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<td>James Watt</td>
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<td>Michael Faraday</td>
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<td>James Clerk Maxwell</td>
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<td>Martin Luther</td>
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<td>George Washington</td>
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<td>Karl Marx</td>
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<td>Orville and Wilbur Wright</td>
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<td>Genghis Khan</td>
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<td>Adam Smith</td>
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<td>Edward de Vere (“Shakespeare”)</td>
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<td>John Dalton</td>
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<td>Alexander the Great</td>
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<td>Napoleon Bonaparte</td>
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<td>Thomas Edison</td>
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<td>Anton van Leeuwenhoek</td>
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<td>William T.G. Morton</td>
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<td>Guglielmo Marconi</td>
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<td>Adolf Hitler</td>
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<td>Plato</td>
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<td>Oliver Cromwell</td>
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<td>Alexander Graham Bell</td>
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<td>Alexander Fleming</td>
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<td>John Locke</td>
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<td>Werner Heisenberg</td>
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<td>Michelangelo</td>
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<td>Pope Urban II</td>
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<td>'Umar ibn al-Khattab</td>
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<td>William Harvey</td>
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<td>John Calvin</td>
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<td>Gregor Mendel</td>
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<td>59</td>
<td>Max Planck</td>
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<td>Joseph Lister</td>
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<td>Nikolaus August Otto</td>
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<td>Francisco Pizarro</td>
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<td>Hernando Cortes</td>
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<td>Thomas Jefferson</td>
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<td>Queen Isabella I</td>
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<td>Joseph Stalin</td>
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<td>Johannes Kepler</td>
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<td>Mao Zedong</td>
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<td>90</td>
<td>Francis Bacon</td>
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<td>Henry Ford</td>
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<td>Queen Elizabeth I</td>
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<td>Mikhail Gorbachev</td>
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<td>Mahavira</td>
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TOPIC 1: EARLY HUMAN HISTORY

LEARNING OBJECTIVE: An understanding of the physical evolution of the species and their migrations throughout the globe as well as the revolutionary transformation from all humans surviving by hunting and gathering to the majority living in agricultural societies.

READINGS: TE: pp. 5-8
RGH: #1-5, 7-10, 64

TOPIC OUTLINE:

I. Timelines of Human History: Two Perspectives on the Origins of Humanity (RGH #1,2)

II. Transition from Paleolithic to Neolithic life (RGH #3, 4, 5)
   A. Characteristics of hunting and gathering societies
   B. Characteristics of agricultural and pastoral societies

III. The Rise of Complex Societies (Civilization)
   A. Core elements
      1. Economic specialization and trade
      2. Emergence of stratified societies
      3. Emergence of patriarchal societies
      4. Writing
      5. Education, literacy, and learning
      6. Organized religion

IV. General Historical Themes
   A. Theories of history: causation vs. chance; stimulus-response
   B. Race and History (RGH #9)
   C. Contours of history: progress vs. cycles (RGH #7)
   D. The “success” and “failure” of civilizations—the “retarding lead” (RGH #10)
   E. Cultural diffusion and parallel evolution (RGH #8)

KEY TERMS: Homo sapiens, Paleolithic era, animism, Neolithic Revolution, pastoralism, nomad-sedentary conflict, “retarding lead,” cultural diffusion
TOPIC 2: SOCIAL VALUES OF TRADITIONAL SOCIETIES

LEARNING OBJECTIVE: An understanding of the major social values and institutions of traditional societies and how they differ from modern ones.

READINGS: TE: none
            RGH, #11-18

TOPIC OUTLINE:
I. General Characteristics (RGH #11)

II. Stability and security

III. The individual and the group—the family (RGH #12)
    A. Basic values: group loyalty, collective responsibility, mutual reliance (RGH #15)
    B. Family hierarchy—gender roles and children (RGH #14)
    C. Marriage customs and the role of women (RGH #13)

IV. The agrarian ideal—land and wealth (RGH #16, 17)

V. Dual-culture society: elite and masses

VI. Hierarchical class structure (RGH #15)

VII. The local basis of life—the village (RGH #18)

VIII. The social roles of religion and philosophy

KEY TERMS: group loyalty, collective responsibility, mutual reliance, filial piety, hierarchy, dual-culture society, arranged marriage, gender roles
TOPIC 3: EARLY CIVILIZATIONS—MIDDLE EAST and AFRICA

LEARNING OBJECTIVE: An understanding of how and why civilization emerged from its Neolithic predecessor and a discussion of the earliest civilizations in the Middle East and Africa.

READINGS: TE: pp. 8-41
RGH: #6

TOPIC OUTLINE:
I. Mesopotamia: "the land between the rivers"
   A. From city-states to empire
   B. The age of Hammurabi (RGH # 6)
   C. Specialization and social stratification
   D. The world's first writing: cuneiform
   E. Religious beliefs
   F. The broader influence of Mesopotamian society
   G. Indo-European migrations

II. Egypt and Nubia
   A. "Gifts of the Nile"
   B. The unification of Egypt under the Pharaohs
   C. Relations between Egypt and Nubia
   D. The emergence of writing: hieroglyphics
   E. Religious beliefs

III. Bantu Migrations and Early Agricultural Societies of Sub-Saharan Africa

KEY TERMS: civilization, city-state, empire, Hammurabi, patriarchy, cuneiform, Indo-European migration, hieroglyphics, pyramids, Pharaohs, Bantu migrations
TOPIC 4: EARLY CIVILIZATIONS—INDIA and CHINA

LEARNING OBJECTIVE: An understanding of the earliest civilizations in India and China.

READINGS: TE, pp. 43-61
RGH #34-37, 38-41

TOPIC OUTLINE:
I. India
   A. Harappan society
      1. Indus river valley
      2. Dravidians
      3. Cities
      4. Decline
   B. Aryan migrations
      1. “Invasion” or “migration”?
      2. Origins of the caste system
      3. The “Vedic Age”
      4. Blending of Aryan and Dravidian values: emergence of Hinduism

II. China
   A. Yellow and Yangtse Rivers
   B. Earliest dynasties: Xia, Shang, Zhou
   C. Family and patriarchy
   D. Mandate of Heaven
   E. Oracle bones and early Chinese writing

KEY TERMS: Indo-Gangetic plain, Deccan, Indus Valley civilization, Harappa, Mohenjodaro, Dravidians, Aryans, Sanscrit, Vedas, caste, jati, Hinduism, Upanishads, Brahmmin, karma, Yellow River, Yangzi River, “Middle Kingdom,” filial piety, Chinese ideographs, Mandate of Heaven, oracle bones
LEARNING OBJECTIVE: An understanding of the earliest civilizations in the Americas and Oceania.

READINGS: TE, pp. 63-79
RGH: none

TOPIC OUTLINE:
I. Early societies of Mesoamerica
   A. The Olmecs: the “mother culture”
      1. Ceremonial centers
      2. “Ball games”
      3. Calendars and religious beliefs
   B. The Maya
   C. Teotihuacan
   C. Mesoamerican societies and religious beliefs

II. Early societies of South America
   A. Early Andean society and the Chavin Cult
   B. The Mochica

III. Early societies of Oceania
   A. Australia and New Guinea
   B. The peopling of the Pacific islands
   C. The Lapita peoples

KEY TERMS: Mesoamerica, Olmecs, maize, La Venta, Maya, Tikal, Chichin Itzá, bloodletting, the ball game, Teotihuacan, Popul Vuh, Andes, Chavin cult, Mochica, Austronesian peoples, Lapita peoples
UNIT II: RISING CIVILIZATIONS, RISING EMPIRES

LEARNING OBJECTIVE: An understanding of the development of civilizations in Asia, Middle East and Europe including the emergence of their religious traditions.

TOPIC 6: UNIFICATION OF CHINA

LEARNING OBJECTIVE: To understand Chinese religious/philosophical tradition as exemplified in Confucianism and Daoism as well as the unification of China under the Qin and Han Dynasties.

READINGS: TE, Chapter 6
RGH #19-26

TOPIC OUTLINE:
I. Introduction (RGH #20)
   A. Underlying principles: humanism, harmony, Dao (Tao), yin-yang (RGH #21)
   B. Historical background – the Warring States period, the Axial Age
II. Confucianism (RGH #22)
   A. Major precepts
      1. The importance of tradition
      2. The junzi (gentleman)
      3. The family – filial piety (xiao)
      4. The five relationships
   B. Key virtues
      1. Jen – humanheartedness
      2. Li – proper conduct
      3. Te – the power of moral example
      4. Wen – the art of peace
   C. Influence on Chinese politics, culture and society
III. Daoism (Taoism) (RGH #23)
   A. The Daodejing (Tao Te Ching) – Laozi (Lao Tzu)
   B. The Dao
   C. Wu Wei
   D. Influence on Chinese civilization
IV. Popular Religion – animism, feng shui
V. Unification and central government – origins and impact
   A. Qin (Ch’in) authoritarianism
   B. Shihuangdi – “first emperor”
   C. Unification and standardization
   D. Legalism (RGH #19)
   E. Han Dynasty
VI. Main Themes of Imperial China (206 BCE – 1911 CE)
   A. Role of the Emperor – Mandate of Heaven (RGH #24)
   B. Dynastic Cycle
   C. Scholar-gentry elite (RGH #25-28)
   D. Examination system
   E. Imperial government – civil service, meritocracy
VII. Impact of China within Asia

KEY TERMS: "Middle Kingdom", filial piety, Qin Dynasty, Shihuangdi, legalism, Mandate of heaven, Dao, yin-yang, legalism, jen, li, te, wen, wuwei, scholar-bureaucracy
TOPIC 7: STATE, SOCIETY AND THE QUEST FOR SALVATION IN INDIA

LEARNING OBJECTIVE: To understand the nature, fundamental beliefs and historical impact of Indian religions as exemplified in Hinduism and Buddhism.

READINGS: TE, Chapter 7
RGH #34-44

TOPIC OUTLINE:
I. Indian Empires
   A. The Mauryans (321-185 BCE)
   B. The Gupta “Golden Age” (320-540 CE)
   C. Impact on Southeast Asia
II. Caste System (RGH #34)
   A. Definition of caste (RGH #35)
   B. Origins of caste
   C. Social hierarchy – the four classes – Brahmans, kshatriya, vaishya and shudra
   D. Jati and untouchability; pollution
III. Hinduism
   A. The early period – Rig Veda and Brahmanas
   B. The Upanishads – Hindu spirituality
      1. The nature of reality: maya, Brahman-atman (RGH #39,40)
      2. The nature of life: atman, samsara, karma, dharma (RGH #41)
      3. The goal of life: moksha
      4. Paths to the goal: yoga
   C. The full development of Hinduism
      1. New popular deities: Brahma, Shiva and Vishnu
      2. The doctrine of avatars (incarnations, e.g. Krishna)
      3. The ideal pattern of life: student, householder, forest dweller, sannyasin
IV. Jainism
   A. Vardhamana Mahavira
   B. Ahimsa
V. Buddhism
   A. Siddhartha Gautama – the “Buddha”
   B. Enlightenment: the Four Noble Truths – dukkha (RGH #42, 43)
   C. The goal of life – nirvana
   D. monastic institution
   E. Hinayana (Theraveda) vs. Mahayana – the Boddhisattva (RGH #44)
F. Buddhism as a world religion

KEY TERMS: Mauryan Empire, Ashoka, Gupta Empire, jati, untouchability, pollution, dharma, samsara, panchayat, sati, Rig Veda, Upanishads, maya, karma, moksha, Bhagavad Gita, dukkha, nirvana, bodhisattva
LEARNING OBJECTIVE: To understand the nature, fundamental beliefs and historical impact of the Persian Empires.

READINGS: TE, Chapter 5

RGH none

TOPIC OUTLINE:
I. The Persians in History
   A. Unifiers of the Middle East
   B. Achaemenid Empire
      1. Cyrus
      2. Darius
      3. Persepolis, royal road
      4. Satrapies

II. The Persian Wars

III. Seleucid, Parthian and Sasanid Empires

IV. Zoroastrianism
   A. Zarathustra
   B. The Gathas
   C. Ahura Mazda – “the wise lord”
      1. Conflict dualism – the problem of evil
      2. Historical influence

KEY TERMS: Achaemenid, Cyrus, Darius, Xerxes, satrapies, qanats, Persepolis, royal road, Zoroastrianism, Persian Wars
TOPIC 9: ANCIENT GREECE AND ROME

LEARNING OBJECTIVE: To understand the nature of the earliest phase of Western Civilization in ancient Greece as well as the transition from the Hellenic age to the Hellenistic period and development of the Roman republic and empire.

READINGS: TE, Chapter 8
RGH #46-49

TOPIC OUTLINE:
I. The course of Western Civilization (RGH #46)
II. Origins of Greek society - Minoan and Mycenaean
III. Greece in the Hellenic Period
   A. The polis (city-state)
   B. Political evolution – Athens (democracy) and Sparta (RGH #47)
   C. Greek colonization
   D. The Classical Age (5th century BCE) – major themes
      1. Political crisis – the Persian Wars
      2. Ideals and values
         a. Humanism, individualism, arête
         b. Intellectuality, reason, freedom
         c. Expressions of the ideals – art, theater, philosophy
   E. Decline of the polis – the Peloponnesian War
IV. The Hellenistic Era
   A. Alexander the Great's Empire
      1. Cosmopolitanism – Alexandria
      2. Learning and Science
   B. Hellenistic philosophies and mystery religions
V. The Roman Republic
   A. Punic Wars – Carthage
   B. Civil War
   C. Julius Caesar
VI. The Roman Empire – Augustus Caesar
VII. Roads, trade, urbanization
    A. “Pax Romana”
    B. Roman Law
    C. Slavery
VIII. Decline and fall (RGH #48)
IX. Greek and Roman deities
X. Judaism and Early Christianity
   A. Jesus of Nazareth
   B. Paul of Tarsus
XI. The Roman Legacy (RGH #49)

KEY TERMS: polis, oligarchy, Athens, Pericles, Peloponnesian War, Alexander the Great, Julius Caesar, Augustus Caesar, Pax Romana, mare nostrum, pater familias
UNIT III: GLOBAL CULTURAL DIFFUSION

UNIT OBJECTIVE: An understanding of the means by which ideas and technology spread from the earliest civilizations to other parts of the world, and the new societies and civilizations which were both shaped by this spread but were also instrumental in furthering cultural diffusion themselves.

TOPIC 10: CULTURAL DIFFUSION ALONG THE SILK ROADS

LEARNING OBJECTIVE: An understanding of the role that the Afro-Eurasian Intercommunicating Zone, long-distance trade networks, imperial decline, and the process of Southernization were factors in cultural diffusion before the modern period.

READINGS: TE, CHAPTER 9
          RGH #57

TOPIC OUTLINE:

I. The Afro-Eurasian Intercommunicating Zone
   A. Geographic orientation: core and periphery
   B. Types of contact and exchange: missionaries, migrants, merchants, marauders, and machines
      1. Long-distance trade
      2. Cultural and religious exchange
      3. Disease

II. The Fall of Empires
    A. The collapse of the Han Dynasty in China
    B. The Fall of the Roman Empire

III. Southernization (RGH #57)
    A. Definition
    B. Contributions from India: Buddhism, mathematics, cotton, sugar
    C. Contributions from Southeast Asia: sailing, fine spices, champa rice
    D. Impact of Southernization on Southeast Asia, China, the Muslim world and Europe
    E. Result: “A rich south and a poor north”

KEY TERMS: Afro-Eurasian Intercommunicating Zone, core-periphery, Southernization, silk road, Huns, Visigoths, Edict of Milan, Council of Nicaea, Ibn Battuta, Zhang Qian, Manichaeism, Epidemic Disease, Sinicization, Constantine
TOPIC 11: THE RISE AND SPREAD OF ISLAM

LEARNING OBJECTIVE: An understanding of the emergence of Islam from its Arabian context, the role played by Muhammad, the key beliefs and practices of the religion, and how and why the Arabs established a vast empire from the Atlantic Ocean to India, the nature of their empire and their establishment of a cosmopolitan civilization which influenced all of Afro-Eurasia.

READINGS: TE, Chapter 11
RGH #53-56

TOPIC OUTLINE:

I. Arabia before Muhammad

II. The role of Muhammad (RGH #53)
   A. Mecca and Medina—the Hijra, 622 AD: Islamic brotherhood
   B. The early Islamic state at Medina—the Umma

III. Basic Beliefs (RGH #54)
   A. Monotheism—Allah
   B. Prophecy
   C. The Quran (Koran) (RGH #55)
   D. Angels
   E. Last Judgment
   F. Basic Practices—the “Five Pillars of the Faith”

V. Organization: Ulama and Sharia
   A. Jihad—personal struggle; holy war
   B. Means and Motives of Arab Expansion—conquest, trade, Sufis

VI. Early History and Formation of the Empire
   A. Age of the Orthodox Caliphs, 632-661 AD: *Medina
   B. The Umayyad dynasty, 661-750 AD: *Damascus
      ♦ Sunnis and Shi'ites
   C. The Abbasid Caliphate, 750-1258 AD: *Baghdad
   D. Confrontation with Europe: Spain (and the Reconquista), Byzantium, the Crusades

VII. Arabic/Islamic Economic Expansion and Cultural Achievements (RGH #56)
   A. Agricultural developments
   B. Formation of a hemispheric trading zone
   C. Cultural assimilation and the “Muslim Synthesis”
   D. The Intellectual Heritage—madrasas
   E. The Muslims as culture transmitters—The Islamic Exchange

KEY TERMS: Muhammad, Mecca, Medina, Hijra, umma, Islamic brotherhood, Quran, Ramadan, Hajj, ulama, Sharia, Sunna, jihad, Dar al-Islam, Medina, Umayyads, Damascus, Abbasids, Baghdad, Crusades, “Muslim synthesis”, sufis, madrasas
TOPIC 12: GROWTH AND SPREAD OF CIVILIZATION IN ASIA

LEARNING OBJECTIVE: An understanding of the development of centralized political control in China and India and the influence these growing civilizations had, politically, economically and culturally, on neighboring societies.

READINGS: TE, pp. 211-246
RGH #65

TOPIC OUTLINE:

I. Imperial Rule in China
   A. The Sui, Tang, and Song Dynasties
   B. Economic Development
   C. Cultural Change (RGH #65)

II. Chinese Influence in East Asia
   A. Korea and Vietnam
   B. Japan

III. Kingdoms and Empires in India
   A. Indian and Islamic Kingdoms
   B. Production and Cross-Cultural Trade

IV. Cultural Exchange and Influence: Hindu and Islamic Traditions
   A. Indian and Hindu Influence in Southeast Asia
   B. Islamic Influence in Southeast Asia

KEY TERMS: Sui Dynasty, Tang Taizong, The Grand Canal, Equal-Field System, Bureaucracy of Merit, Song Dynasty, Foot Binding, Dunhuang, Nara Japan, Heian, Samurai, Sind, Chola, Vijayanagar, Monsoons, Shankara, Vishnu, Funan, Malaka
TOPIC 13: GROWTH AND SPREAD OF EUROPEAN CIVILIZATION

LEARNING OBJECTIVE: An understanding of the foundations of European civilization, its growth and collapse during the Early Middle Ages, and its subsequent recovery and expansion.

READINGS: TE, pp. 178-185, 250-262, 301-313, 341-345
            RGH #51, 52, 61, 62, 67

TOPIC OUTLINE:

I. The Early Byzantine Empire
   A. The Rule of Justinian
   B. Islamic Conquest
   C. Byzantine Economy and Society

II. The Emergence of Medieval Europe
   A. A composite civilization—Three Foundations of Medieval Europe (RGH #52)
   B. Feudalism
   C. The Carolingian Empire—the “first Europe”; Charlemagne (RGH #51)
   D. The Holy Roman Empire and Regional States
   E. Economic Growth—an agricultural revolution
   F. Castle and Cathedral

V. Decline of the Middle Ages—Crisis of the 14th Century
   A. Crisis in the church: Avignonese papacy; the Great Schism
   B. The Hundred Years' War: England and France
   C. The Black Death

II. The Renaissance: Economic Recovery, Political Consolidation, and Cultural Development (RGH #61)
   A. The capitalist spirit
   B. Renaissance monarchies: France, Spain, England
   C. The Italian city-states—Florence
   D. The Humanist movement
   E. Machiavelli and political realism (RGH #62)

KEY TERMS: Constantinople, Caesaropapism, Justinian, Theodora, Corpus iuris civilis, Theme system, Franks, Clovis, Charlemagne, missi dominici, feudal system, monasticism, Holy Roman Empire, Italian city-states, Hanseatic League, Estates, Guilds, Scholasticism, reconquista, crusades, bubonic plague, renaissance, humanism.
UNIT IV: GLOBAL CONNECTIONS: EURASIA, THE PACIFIC AND THE ATLANTIC WORLDS

UNIT OBJECTIVE: An understanding of how the Columbian Exchange as well as the histories of Africa, the Americas, Oceania and Eurasia represents examples of global connectivity.

TOPIC 14: INNER EURASIA AND THE MONGOL EMPIRE

LEARNING OBJECTIVE: An understanding of the role of Inner Eurasia in history and the creation and impact of the Mongol Empire.

READINGS: TE, Chapter 15
          RGH #66

TOPIC OUTLINE:

I. Inner Eurasia in World History
   A. Inner vs. Outer Eurasia
   B. Relationship to the Intercommunicating Zone
   C. Nomadic culture and Turkish migrations

II. The Mongol Empire
   A. Origins—Chinggis (Genghis) Khan
   B. Military innovation
   C. The Mongol lifestyle
   D. Conquest and expansion
      1. Russia—the Golden Horde
      2. Khubilai Khan and China
      3. Persia
   E. Mongol Integration—trade, diplomacy, resettlement
   F. Decline and Impact on History

KEY TERMS: Inner and Outer Eurasia, nomadic culture, Turks, Chinggis Khan
LEARNING OBJECTIVE: An understanding of the history of Africa and the historical problems associated with it; Africa's place in world history and its contacts with other societies will also be discussed.

READINGS: TE, Chapter 16
RGH #58, 59, 69

TOPIC OUTLINE:

I. Exposing the Myths—What is "Africa?" (RGH #58)
II. Geographic and Climatic Orientation
III. Cultural Traits—Diversity
   A. Swidden agriculture, pastoralism
   B. The family, descent group and women: bridewealth, matrilineal societies; age-grades
   C. African religion
   D. Oral tradition—griots
   E. The Bantu migrations: agriculture, iron, food
IV. Political Diversity and Economic Development
   A. African political organization: "Stateless societies"; kin based societies & chiefdoms
   B. Early Kingdoms and empires: Egypt and Nubia; Kush, Meroe, Axum
   C. West African Kingdoms and the Trans-Saharan Trade - gold
   D. Indian Ocean Trade
V. Africa in World History (RGH #59)
   A. Relationship to Eurasia
   B. Cultural zones within Africa—degrees of isolation and contact
   C. The nomad-sedentary conflict
   D. Africa and Islam: religion, trade, politics, culture
   E. Later Kingdoms and Empires: Ghana, Mali, Songhai; East Africa (Swahili city-states); Zimbabwe; Kongo
   F. Cultural comparisons—Africa and Europe

KEY TERMS: myths of Africa, Afrocentrism, savanna, sudan, swidden agriculture, bridewealth, matrilineal societies, stateless societies, Bantu migrations, Kush, Axum, Ghana, Mali, Songhai, Swahili, Mansa Musa
TOPIC 16: WORLDS APART: THE AMERICAS AND OCEANIA

LEARNING OBJECTIVE: An understanding of the nature of the peoples and cultures of North America, South America and Oceania before 1492.

READINGS: TE, Chapter 18
RGH #60

TOPIC OUTLINE:

I. Geographic Orientation and Cultural Diversity (RGH #60)

II. Earliest Civilizations of America
   A. Mesoamerican: Olmecs, Maya, Teotihuacan
   B. Andean: Chavin, Mochica

III. Major Themes
   A. Agriculture: maize, squash, beans, potatoes
   B. Political structures
   C. Religious beliefs and practices
   D. The arts and sciences

IV. The Impact of Geographic Isolation

V. Major Civilizations in 1492: the Mexica (Aztec) and Incan Empires
   A. Mexica (Aztec) society - *Tenochtitlan
      1. The chinampa system
      2. Religious beliefs—human sacrifice
      3. Political organization—monarchy, warfare, tribute
      4. Montezuma II
   B. Inca society - *Cuzco
      1. "Welfare State"—land, corvee labor, roads
      2. Religious diversity
      3. Political organization—bureaucracy, communication, divine monarchy

VI. The Societies of Oceania
   A. Australia
   B. Pacific Island Societies

KEY TERMS: Mesoamerica, Olmecs, Teotihuacan, Mayans, pueblo, Mexica (Aztecs), Tenochtitlan, Quetzalcoatl, Montezuma, Incas
LEARNING OBJECTIVE: An understanding of the various crises of the fourteenth century in China and Europe and the subsequent recoveries of each of these places that led each to have an "age of exploration" in the Indian Ocean and the Americas respectively.

READINGS: TE, Chapters 19 & 20
RGH #61, 62, 67

TOPIC OUTLINE:

I. Cross-Cultural Interactions
   A. Long Distance Trade and Travel
   B. Marco Polo and Ibn Batuta
   C. Cultural Exchanges and Missionary activity

II. Decline of the Middle Ages—Crises of the 14th Century
   A. Crisis in the church: Avignonese papacy; the Great Schism
   B. The Hundred Years' War: England and France
   C. The Bubonic Plague in Europe and China

III. Chinese Recovery: The Ming Dynasty & Exploration in the Indian Ocean

IV. European Recovery and Political Consolidation (RGH #61)
   A. The capitalist spirit
   B. Renaissance monarchies: France, Spain, England

V. The Renaissance
   A. The Italian city-states—Florence
   B. The Humanist movement
      1. Humanism defined—the dignity of man (virtu)
      2. Recovery of the ancients—Petrarch
      3. Secularization of culture
   C. Machiavelli and political realism (RGH #62)

VI. Age of European Exploration and Discovery
   A. The Global Context—Vikings, China, Polynesia
   B. European Motivations: "God, Gold and Glory"
   C. Technological developments
   D. Columbus and the "discovery" of the Americas
   E. Trading Post Empires in Asia

VII. Encounter and Conquest—Columbus, Cortes, Pizarro
   A. The Columbian Exchange: The Impact—the Transfer of Disease (RGH #63)
   B. Global Dietary Revolution—Population Consequences
   C. Economic Consequences: New animals in the Americas
      A. The plantation economy; hacienda; encomienda
      B. The slave trade and its effects
      C. Population transfer

KEY TERMS: Black Death, Renaissance, humanism, Medici, Machiavelli, "God, Gold and Glory," Columbus, Zheng He, conquistadors, Cortes, Pizarro, smallpox, potatoes, maize, sugar, slavery, Las Casas, the "Black Legend," plantation system, the middle passage, African diaspora