

Teaching World History Based on *A History of Humanity*

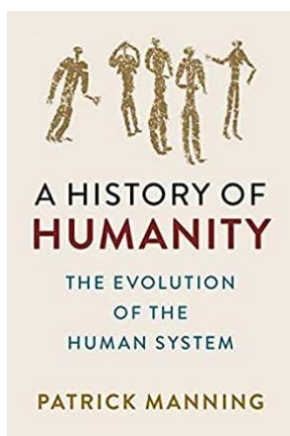
Version 2, February 2023 (Version 1 was published in the *World History Bulletin* 37, 2 (Fall/Winter 2020): 45–63. Version 2 includes revisions to the Introduction and Course 1, as well as to the seven tables on Sectors of Human Social Evolution.)

Preface

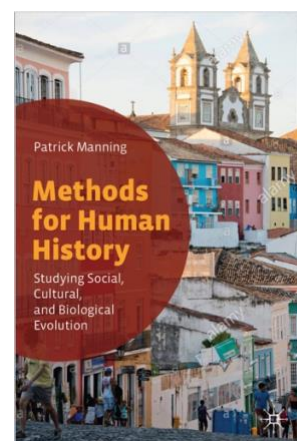
This set of three World History syllabi is a framework, presenting topics, logic, questions and analysis. It has few readings and does not yet have activities or assessments. Teachers interested in developing this framework for classroom use should [contact Pat Manning](#) to set up collaboration in selection of readings, classroom materials, and assessments, working under an agreement that protects the rights of both.

In my view of the human past, the rise of spoken language brought a great turning point. Once young and old were able to speak in complete sentences, they exchanged their observations and questions as never before. Their individual skills, which had developed slowly over the millennia, now became magnified rapidly through discourse within expanded groups. I argue that organized group behavior arose as a necessary part of spoken, syntactic language, some 70 thousand years ago. The founding language community became the first social institution; its example led to creation of other institutions. The evolving complexity of social institutions, knit together by migration, created regional networks of human communities – in total, an expanding Human System. Social evolution of the Human System, relying on groups and their institutions, interacted with the natural environment and with processes of biological and cultural evolution. To organize all these factors into a coherent curriculum, I have identified five to ten “sectors” or “priorities” within human life – I trace their changes over time.

Human groups and networks are not all alike. In addition to networks of family and friends, there are informal groups or crowds and *organizational groups* (which individuals can join by agreement with others). I use the term “institution” to refer to these ongoing groups in which participants agree to act together for a purpose. I argue that spoken language gave humans a common tool and a social model to form groups and build social institutions.



I have developed this approach to world history in two books. In *A History of Humanity*, I provide a narrative of human social evolution and the theory supporting it. In *Methods for Human History*, I review over 30 methods for exploring human history, followed by a narrative of the academic disciplines and theories underlying these methods. The books trace the evolution of social institutions from the beginning of speech to the present – their growing complexity and the debates within them. The most troubling aspect of our history is that conflicts within institutions and societies may lead to inequality, oppression, and environmental destruction.



In the society of today, academic analysis centers on individual behavior and individualistic philosophy. Groups are recognized to exist but are commonly claimed to be **reducible** to the behavior of individuals within them. In contrast, I join with the philosophers who argue that the behavior of organized groups is distinctive and **irreducible** to that of individuals. Formal groups are able to reach decisions and solve problems more efficiently than any collection of individuals. But they also become biased and oppressive unless they are regulated by social consensus. It is important to understand the nature and operation of social groups in past and present.

Syllabi Framework

Three course outlines

This curricular document includes materials for three world history courses, providing three approaches to the history of human group behavior, each accompanied by a common introduction.

Introduction: “Groups and Social Evolution” – first of eight chronological/topical units for the three courses.

Course 1. “**Institutions:** Social Change through Institutional Evolution,” from 70,000 years ago to today.

Course 2. “**The Human System:** its Scales and Dynamics,” from 800 CE to the present.

Course 3. “**Debate and Ideology:** Growth and Debate for Public and Private Institutions,” 1800 CE to today.

Unit 1. Introduction: Groups and Social Evolution

Purpose of this Introduction. To link 3 world history courses with basic materials. It includes basic questions on groups, processes of change, humans before speech, the rise of language and institutions, and today’s individuals and groups. It is intended for one or two weeks of instruction at the beginning of each of the 3 courses.

Contents. Introduction: Groups and Social Evolution

- 1-A. Questionnaire for Students: Human Groups Today
- 1-B. Four Processes of Change in Human History
- 1-C. Before 70,000 years ago: Biological and Cultural Evolution
- 1-D. Since 70,000 years ago: Speech and Social Evolution
- 1-E. Individual and Group Behavior: Institutions and Networks

Part 1-A. Questionnaire for Students: Human Groups Today.

Please write a few words (up to two sentences) in response to each of the 11 questions. Use your own definitions for terms such as “group,” “behavior,” etc. Keep your responses, to review them and to discuss them with others.

1. Are there groups in which you join by your own choice? [] Yes; [] No
 - 1b. Do such groups have objectives? (If so, give an example.)
 - 1c. Can you give an example of the behavior of such a group?
2. Are there groups you join that require agreement of others in order to join? [] Yes; [] No
 - 2b. Do such groups have objectives? (If so, give an example.)
 - 2c. Can you give an example of the behavior of such a group?
3. Would you use the term “institution” to describe any group you are in?
4. Do you have thoughts on differences of individual behavior and group behavior?

Part 1-B. Four Processes of Change in Human History: Theories of Human Social Change

Human life has long relied on four processes of change. This course focuses on the fourth process, that of social evolution, as it interacts with the other processes, and as it expands the number and type of its institutions.

Natural Environment. The many *processes of environmental change* include those of the lithosphere (rock), hydrosphere (water), atmosphere (air), and biosphere (plants and animals). The inanimate environment is studied through chemistry, physics, and earth sciences. Living things are studied through the multiple fields of biology, relying especially on Charles Darwin’s theory of natural selection. **Gaia** is a major sector of the environment – the interactions of plants, animals, minerals, fluids and gases that maintain life. The life-supporting environment of Gaia has been in existence for over 500 million years, long before humans emerged.

Biological Evolution for *Homo sapiens*. For humans, biological evolution is parallel to that for other living species. Darwinian theory explains the **process of biological evolution** through the interaction of three main elements: variation in characteristics of individuals in each species (through mutation in DNA); inheritance of individual characteristics by the next generation, based on the *archive* of DNA; and selection of which among the varying individuals will survive, through natural selection and competition of individual characteristics.

Cultural Evolution through Social Learning. By 300,000 years ago, the emerging *Homo sapiens* in Africa had developed big brains and practices of *social learning* – learning through the example of others – as well as visual communication. The **process of cultural evolution** refers to “individual-level culture,” the learning of behavior by example and passing it on to other individuals. This process is also known as “dual heritage,” in that it involves the interplay of two processes – social learning (the archiving of knowledge in the brain) and genetic evolution (archived in DNA and consistent with the learned behavior).

Social Evolution. In the **process of social evolution**, speaking humans are able to reach agreement that they will work together and share objectives in a group. Such groups formed institutions for a steadily growing set of purposes, building the variety of the human order. The theory for the evolution of institutions is parallel to Darwin’s theory of biological evolution, except that the essential information is stored in the minds and records of humans rather than in DNA. The variation in ideas necessary to start the process comes through *representation*, the concepts and modeling of the world by people within groups. Representation enables the rise of “group-level culture,” the exchange of ideas among individuals and the creation of group representations such as dance. The inheritance of each institution relies on an archive of information about the institution, preserved in types of human memory, applied in updating the institution by the next generation of group members. The choice among which institutions to preserve comes through social selection, the survival of institutions through periodic approval by the community, or its regulation or elimination.

Readings. Manning, *History of Humanity*, 19–35. Manning, *Methods for Human History*.

Part 1-C. Before 70,000 years ago: Biological and Cultural Evolution

Small groups of *Homo sapiens* lived in most parts of Africa beginning 300,000 years ago. Relying on biological evolution, they made and used tools and lived in households of roughly 6 members within communities of about 150. They communicated visually and perhaps with a few simple words but did not have a syntactic language of sentences. Here is a summary of the processes of their existence, as influenced by the sectors of the environment, of biological evolution, and of cultural evolution. By 300,000 years ago, they expanded their control of fire and were also relying on cultural evolution, a process of gradually developing new capabilities through individual learning. Biological and cultural evolution slowly developed the willingness of humans to cooperate. These processes were to remain central.

Table Intro-1. Sectors of Human Social Order before Speech, ca. 75,000 years ago

Process of Change	Sector	Years ago created	Description
Environment	Multiple	500 million	Environment. Climate, species, terrain
Biological	Population	1 million	Health; communities up to 150
	Sustenance	1 million	Basic needs, foraging
	Households	500,000	Reproduction, maintenance; avg. 5 members
Cultural	Learning	300,000	Individual learning, tools, visual communication

ENVIRONMENTAL INFLUENCE ON HUMAN LIFE. The environment is the surrounding and ever-present environment, consisting of **many sectors**. Rise and fall of temperature (in cycles of 100,000 years), plus shorter-term shifts in monsoon rains, affected the lives of plants and animals. There are too many sectors here to describe them all, so I sum them up as **Gaia**, this overall system, preserving life on Earth, influenced human life but also felt the effects of human changes.

BIOLOGICAL EVOLUTION. The process of biological evolution for humans consisted of **three sectors**.

- **Population Sector.** Population size results from **biological reproduction**; it is affected by health and disease.
- **Sustenance Sector.** Foraging and hunting, **providing food and necessities** to the household. Shared by all.
- **Household Sector.** It is the basic and biologically necessary system for maintaining and **reproducing human families**, including parents, children, and older adults. It arose roughly 500,000 years ago, relied on pairbonding of adult male-female couples, and relied increasingly on fire and cooking; it sustained basic family behavior.

CULTURAL EVOLUTION AND THE LEARNING SECTOR. For big-brained humans, the **single sector** of cultural evolution refers to “individual-level culture,” the individual learning of behavior by example and passing it on to other individuals. It is also known as “dual evolution,” in that it involves the interplay of two processes – learning (archived in the brain) and biological evolution (archived in DNA) – in a way that is consistent with the learned behavior.

Readings. Christakis, *Blueprint: The Evolutionary Origins of a Good Society*, 1-18, 169-239; Manning, *HH*, 19-35/

Part 1-D. Since 70,000 years ago: Speech and Social Evolution.

Although humans had mastered the physical capabilities for creating language, they were long unable to begin speaking for lack of the essential ingredient – intensive sharing and learning of syntactic language, turning their community groups of 150 persons into institutions with shared responsibilities. The breakthrough came some 70,000 years ago in Northeast Africa (what is now Kenya), with the sudden expansion of spoken language as an institution.

A story of the rise of speech. While have no direct information, here is a hypothetical reconstruction of the beginning of syntactic language. Children at play (ages 8-15) left their households and met in groups, playing with the tool of expressing multiple words and combining them into complete sentences. They developed vocabulary and syntax; teaching language to each other (young people are best at creating and learning language). They agreed to preserve the group and build their verbal communication. The group grew as members shared words, sentences, and ideas. As they became adults, they formed households. In the process, households began to use language in their internal activities, and took on teaching language to infants. Language itself became the first social institution: the “agreement to join” took the form of the immense effort of individuals to learn words, pronunciation, meanings, and syntax, and to understand the speech of others. After perhaps 30 years, several fully developed language communities of about 150 members (with perhaps 25 households each) may have emerged and interacted.

The process of social evolution. From this time, the creation of social institutions to complete new tasks became the main cause of social change. The institution of **language** had no chief, yet a consensus arose out of constant communication. But to hold the group together, it was necessary to form a second institution, the **community** of all the speakers, with the objective of affirming the identity of the language group and ethics of behavior. Still further, a **ritual** institution was needed to provide symbolic behavior that confirmed the community’s strength. With time, communities expanded, divided, migrated, and settled in new places. They transformed their various habitats. At each stage, communities incorporated individuals from non-speaking populations, teaching language to their new members. Table Intro-2 indicates how the social institutions created through speech connected to the pre-existing sectors of human life (shown in Table Intro-1). How big a change was the initial language-based society? At that point it consisted of a few speaking communities, totaling perhaps a thousand members in total, spread over perhaps 200 square kilometers.

Table Intro-2. Sectors of Human Social Order in the Early Days of Speech, ca. 70,000 years ago

Process of Change	Sectors	Years ago created	Topics, Institutions & Networks
Environment	Multiple	500 million	Environment. Climate, species, terrain
Biological	Population	1 million	Health; communities up to 150
	Sustenance	1 million	Basic needs, foraging
	Households	500,000	Reproduction, maintenance; avg. 5 members
Cultural	Learning	300,000	Individual learning, tools, visual communication
Social	Representation	70,000	Language, modeling
	Networks -	70,000	Households, cross-community migration, local networks
	Institutions	70,000	Community of 150, ritual, marriage

The very act of **representing** the world by speaking logical sentences required group behavior as well as individual learning: people learned to use sentences to create and share representations of their world – individual study to learn words and syntax, accompanied by group effort to agree on the details of speech. That is, “group-level culture,” the sharing of ideas among individuals within groups, is different from “individual-level culture” based on individual learning. For spoken language, the dynamics brought recurring change in vocabulary and syntax. Each social institution, similarly, has its own internal dynamics, depending on the nature of the activity and objective. Institutions required various subgroups and norms, including ritual to symbolize the coherence of the community and the adoption of ethics of behavior for the newly large groups. Growth of early speaking groups was likely rapid, so that communities became unwieldy in size and found the need to subdivide. The first split of the speaking community must have been a fearsome crisis – it may have involved movement of one or both subgroups to new places and might have involved splits within households. But by the time of the second or third split in growing language communities, the meaning of the event came to be understood and routinized.

As language communities grew in number, they remained in contact through informal **networks** that kept them in contact and exchanged information. These networks linking communities were parallel to the networks of friends within pre-speech households, but on a larger scale. With time, migration between communities that spoke different languages began to be organized through an institution.

Readings: Manning, *History of Humanity*, 36-52.

Part 1-E. Society today: Individual and group behavior; institutions and networks

Humans today live and work as individuals but also in households and in social institutions. Many of our tasks are impossible without reliance on organized institutions. Such groups vary widely and none works by itself. The objective here is to analyze the benefits and pitfalls of working in groups and in institutions. While individuals are a necessary part of groups, the behavior of groups differs from that of individuals. The list of relationships in Table Intro-3 helps to show the difference of groups from collections of individuals.

Table Intro-3. Categories of Modern Individuals and Social Groups.

Individuals in biological groups.

- 1) An individual, isolated;
- 2) An individual in a household (family);
- 3) Individuals in an **informal network** of friends or associates, making individual decisions.

Individuals in social groups

- 1) Individuals in **institutions** – deciding as a group on how to achieve a common purpose.
- 2) Individuals who are in an institution but who choose not to follow institutional norms.

- 3) A network of friends within an institution (informal network within an institution)
- Networks of groups
- 4) Informal networks of formal groups
 - 5) Formal networks of formal groups, with their shared norms – a network that is an institution.

Do social groups act today in the same way as they did thousands of years ago? Or has the long history of social interactions changed group behavior? For instance, language and national identity have now grown to a huge scale: the United States has 230 million native English speakers out of a total population of 330 million; China has some 900 million Mandarin speakers out of a population of 1.3 billion. Have the big social groups of language and nationhood changed the nature of small social groups (like neighborhoods and schools)? Perhaps we will learn by seeking to compare the social groups of today with the social groups of long ago.

Despite the huge size of today's language groups, people today live in households and are able to navigate the small groups of households and the big groups of society. In the world of today, we still debate ancient issues of violence and oppression within households, the groups we have inherited from our biological ancestry. Households are ancient but remain essential for gender relations, child care, and recognition of the value of the many tasks carried on within households, especially by women. Institutions are for schooling, the economy, religion, and city life.

The lessons of this Introduction are repeated and reinforced throughout the three courses.

Pedagogy. Reading skills. multiple perspectives on evolution; understand argument on the rise of speech.

World History skills: principles of biological, cultural evolution, social evolution; language and community. **Presentation skills.** group work on multidisciplinary approach to biological and cultural change; narrative of social evolution

Readings. Manning, *History of Humanity*, 36–61, 266–68.

Course 1. Social Change through Institutional Evolution, since 70,000 years ago

Course objective: to show how social institutions, evolving systematically, undergird all of human history. Students can think of history in terms of changing institutions that were created and used over time; students can learn the sequence of major institutions and their dynamics. The course shows the functioning of the group behavior of institutions and networks since the rise of syntactic speech – not just the *achievements* of humanity but also recurring debates and *problems*.

Course Pedagogy: *Reading skills:* explore, question, understand & analyze arguments, evaluate multiple perspectives. *World History skills:* institutions, networks, systems, scales, disciplines. *Presentation skills.* narrative, group work, case study, debate.

Contents: Course 1, Social Change through Institutional Evolution

- 1-1. Introduction: Social Change and Institutional Evolution
- 1-2. Cross-Community Migration, 60–25 thousand years ago
- 1-3. Ice Age and Thaw, 25–12 thousand years ago
- 1-4. Holocene: rising seas, society, agriculture, 12–6 thousand years ago
- 1-5. Late Holocene: institutions, technology, migration, 6–1 thousand years ago
- 1-6. Collisions: climate, war, disease, commerce, 800–1800 CE
- 1-7. Anthropocene, since 1800 CE
- 1-8. Review

Unit 1-1. Introduction: Groups and Social Evolution. (see pages 3-6 of course packet)

A) questionnaire on groups; B) summary of four processes of change; C) human experience before speech; D) human experience after the emergence of speech, and E) types of social groups among humans today.

Unit 1-2. Cross-community Migration, 60 – 20,000 years ago.

Narrative. By 60,000 years ago, social evolution had made a good start: Table Intro-2 shows the social sectors of the Human System in their initial form. The pre-speech sectors of human groups – population, sustenance/foraging, households, and social learning – were incorporated into a system dominated by the group-based structures of representation, networks, and institutional evolution. For the end of the Pleistocene Epoch, after 40,000 years of migration and innovation, Table 1-2 shows how the same social structure had expanded: it shows the emergence of three sectors governed by social evolution. First was the rise of representation with language, as speech allowed the exchange of more explicit mental models of the real world, in the form of visual art, religion, philosophy, and expressive culture: **philosophy** explored questions of humans and nature, **religion** explored the existence of the supernatural, and **expressive culture** built networks and institutions of creativity in several media (rhetoric, visual art, cuisine, dress). Secondly, networks, which had previously existed, now became extended and strengthened by vocal communication. Third, newly-created social institutions (in bold, including marriage and religion) with previously-created social structures. (Hereafter, institutions and major networks are in **bold** to emphasize them.) Each new institution and network had its own dynamics. **Cross-community migration**, a mix of institution and network, sent young adults from one community to another. There the migrants learned language and culture and exchanged ideas. Migration, in turn, built local networks among communities and **regional networks** over wider territories. The **Human System** emerged as a broad network encompassing the totality of the communities and networks of speaking humans – the system expanded with migration. Inventions of this era included boats, bow and arrow, spear-thrower, and needle.

Tropical migratory expansion (beginning 60,000 years ago) brought the spread of language groups by cross-community migration throughout Africa, tropical Asia, and Oceania, encountering non-speaking humans in Africa and Denisovans in Asia. Temperate migratory expansion (beginning 45,000 years ago), led settlers to northern Eurasia and encounters with winter, and with Neanderthals and Denisovans. Migrating humans underwent physical differentiation as environmental pressures affected skin color, hair, and body shape. Population densities grew. **Networks of exchange** spread innovations: once dogs joined humans some 30,000 years ago in northeast Asia, they gradually spread to all regions. Networks reinforced biological and social diversity of communities, as well as local developments and their spread. **Workshops** – small but effective institutions including the lead artist and apprentices – facilitated representation in artwork, myth, sewing, and construction of boats used in the Indian Ocean and Oceania.

Table 1-2. Sectors of Human Social Order in the Late Pleistocene, 25,000 years ago.

Process of Change	Sectors	Years ago created	Topics, Institutions & Networks
Environment	Multiple	500 million	Environment. Climate, species, terrain
Biological	Population	1 million	Health; communities up to 150
	Sustenance	1 million	Basic needs, foraging
	Households	500,000	Household reproduction, maintenance; avg. 6 members
Cultural	Learning	300,000	Individual learning, tools, visual communication, cooperation
Social	Representation	70,000	Language, modeling, visual art, religion, philosophy, expressive culture
	Networks -	70,000	Households, local networks, regional networks of exchange, Human System linking six continents
	Institutions	70,000	Community of 150, ritual, marriage, religion, cross-community migration, workshops, artisanal production

Readings. Manning *History of Humanity*, 62–83.

Pedagogy. Reading skills: question migration networks. **World History skills.** migrations and networks.

Presentation skills. How networks create an interactive Human System.

Unit 1-3. Ice Age and Thaw, 25 – 12,000 years ago.

Narrative. Massive climate change reached its coldest level at the Glacial Maximum of 21,000 years ago.

From 19,000 years ago, over 10,000 years of rapid but fluctuating warming took place. The Glacial Maximum brought human migratory retreat, from higher to lower elevations and latitudes. Cross-community migration added new practices, changing from dispersal to include consolidation of two or three communities into larger **confederations**, though this may have brought debate. Innovations of the era of great cold and sudden warming included the production of new types of boats for cold rivers and to reach the Americas by sea. In the era of warming, **artisanal production** arose for goods, tools, shelter, textiles, and ceramics, often through workshops. Intensive gathering of grain and other foods expanded at the expense of foraging. New dynamics developed within communities, families, confederations, and networks. Parallel changes took place among human populations of tropical, temperate, and Arctic regions.

Human achievements, by the end of the Pleistocene, were impressive. Populations had expanded throughout every continent. Language groups became established for each main population, with specific languages for communities. Each regional population studied and transformed its habitat. In unprecedented responses to ecological change, groups of three communities joined to become **confederations** of about 500 members.

Readings. Manning, *Human History*, 84–106.

Pedagogy. Reading skills: narrative of humans during Ice Age and subsequent warming. **World History skills.** disciplines – social, economic. **Presentation skills:** institutional change in production and confederation. Migration in the Americas.

Unit 1-4. Holocene: rising seas, expanding society and agriculture, 12 – 6,000 years ago.

Narrative. In a warming and flowering climate, the seas continued to rise during the early Holocene Epoch, until sea level stabilized some 7000 years ago. In this era of warming, **ethnicities** took form, expanding to some 1500 members each: members of communities and confederations assembled into these larger groups. Previous communities survived as clans; one or more community languages became used throughout the society. Foraging populations had expanded from communities of 150 to ethnicities of roughly 1500 in the Holocene and remained at that level thereafter. For agricultural peoples, group size expanded to become **societies** at the level of about 5000 members each.

More generally, the Holocene brought formation of new institutions. These Holocene sectors formed within each existing sector of the social order. Within Representation, Culture (group expressions of values and beauty) became distinct from Knowledge (attempt to model the world). Within Networks, Local Networks and Regional networks became more distinct. The Human System, which emerged with the early expansion of migrants, continued its expansion and its distinctive character through inter-regional networks. Within Institutions, the existing institutions remained as the Social section, while institutions of the Economy formed roughly 10,000 years ago, with the rise of herding and agriculture. Institutions of governance arose roughly 6000 years ago, with the judiciary and the rise of chiefdoms and states. Table 1-4 shows the additional complexity of the social order. The subdivisions arguably remained the same until the present, although the institutions and networks within the sectors continued to evolve and diversify.

Table 1.4. Sectors of Human Social Evolution, ca. 6000 years ago

Process of Change	Sectors	Years ago created	Topics, Institutions, Networks
Environment	Multiple	500 million	Environment: Climate, species, terrain
Biological	Population	1 million	Health; communities up to 150
	Sustenance	1 million	Basic needs, foraging
	Household	500,000	Reproduction, maintenance; avg. 6 members
Cultural	Learning	300,000	Individual learning, tools, visual communication, cooperation
Social	Representation	70,000	CULTURAL SECTOR: speech, ritual, workshops, culture, philosophy, religion
		50,000	KNOWLEDGE SECTOR: timekeeping, literacy, schooling
	Networks	70,000	LOCAL NETWORKS: Household, cross-community migration, local exchange, towns
		50,000	REGIONAL NETWORKS: transport
		70,000	HUMAN SYSTEM: network of human networks
Institutions	70,000	SOCIAL SECTOR: Communities of 150, ritual, marriage, workshop, confederations of 500, ethnicities of 1500, societies of 5000, slavery	
	12,000 6,000	ECONOMIC SECTOR: artisanal production, agriculture, herding, water supply GOVERNANCE SECTOR: leadership (achievement, hierarchical), monarchy, military force	

The **economy** emerged as a sector as a result of expanded production in several areas. The sector formed to bring about coordination of agriculture and herding with production of dwellings and artisanal goods, also including foraging and networks of exchange. **Agriculture** became the center of production: its activities included clearing, planting, weeding, harvesting, and storing. Agriculture became an institution in that it required group collaboration throughout society to complete its activities. In the same era **herding** of domestic animals arose, including pasturing, breeding, and distribution of animal materials. With time, new plants and animals were domesticated and exploited.

Social tensions arose, requiring conciliation among the interests of various clans, emerging towns, elite groups, and overall society. The institution of the **judiciary** was created, drawing on experts to resolve disputes. More broadly, a **governance** sector arose, especially after creation of the economic sector: it was to coordinate the complexities in society and economy, yet also became influential for households. Contending approaches to **leadership** (achievement vs. hierarchy); provide leadership for complexities of society.

The interplay among sectors and networks of the human order became more detailed. **Towns** arose as centers of population, though initially as neighborhoods and networks; only later did towns become structured as institutions. Networks expanded for personal relations, exchange of produced goods (tools, ceramics, containers), for items of food, and especially for items and ideas of cultural value. As humans moved beyond individual foraging to consolidate communities and expand group-based production of tools and homes, the economic sector connected the separate activities of foraging, production, and the exchange of goods across networks. With this complexity, systems of governance became necessary to coordinate the various sectors of human existence. Populations became larger, and then the larger populations became more vulnerable to disease.

Readings. HH, 109–24; J. Diamond, *Guns, Germs, and Steel*.

Pedagogy. Reading skills: explore production of household goods. **World History skills:** interplay of clans, elites, and society. **Presentation skills:** debate on agriculture.

Unit 1-5. Late Holocene: institutions, technology, migrations, 6000 – 1200 years ago

Narrative. In a major interaction among sectors, agriculture warmed the earth. Greenhouse gas production from expanding agriculture and domestic animals offset the natural temperature decline of the post-Glacial Maximum era. Expanded human clearing and planting crops caused increased emissions of carbon dioxide from 6000 years ago. Then the growing numbers of grass-eating domestic animals

(especially water buffalo in rice production) released methane through burping and flatulence from 4000 years ago. The two greenhouse gases offset the declining temperature and caused a stable climate that benefited agriculture and human society, though unconsciously.

The Holocene sectors were to remain a permanent fixture of the human social order, but the institutions within them developed rapidly in this era. Institutions of the Holocene Epoch developed rapidly in both rural and urban societies. **Metallurgy** relied on controlled fire for extraction, smelting, and finishing. **Timekeeping** relied on solar and lunar observation. **Institutions of commerce** emerged to fulfill functions within exchange: **transport** on land and water, **marketplaces**, **prices**, and **accounting currency**. **Literacy** emerged a few times and spread widely; it relied on schooling of scribes. **Military force** moved beyond weaponry and tactics to focus on the training of specialists: domesticated horses greatly strengthened military forces. **Water supply** expanded from wells and cisterns to aqueducts. **Large-scale religion** transformed the shamanistic religion that had long existed, bringing priesthood, sacred texts, and ethics to address social conflicts, especially from 2500 years ago. **Empires** built systems for warfare, administration, and taxation. From 4000 years ago, **cities**, **literacy**, and eventually empires and large-scale religion rose and fell with climate, disease, and social conflict. Three belts of relatively populous societies characterized this era: (1) just above equator, from West Africa to South Asia; (2) the Mediterranean latitude, to East Asia; (3) temperate lands – in the Old World; and (4) some areas of the New World. In the same era, old institutions now expanded: great agricultural migrations repopulated much of the world. Migrating groups included the Austronesians of Southeast Asia and the Pacific, Indo-Europeans of Europe and South Asia, Bantu of southern and eastern Africa, and Penutians of North America. These migratory groups spread and developed full sets of social institutions – military, metallurgy, exchange and commerce. Temperature changes, 6000-1200 years ago, were small compared to the Pleistocene Epoch.

Readings. Manning, *History of Humanity*, 125–44.

Pedagogy. Reading skills: question urban civilization. **World History skills:** networks and disciplines.

Presentation skills. group work on disciplines. **Exercise:** what can we learn by comparing the institutions and networks of the Achaemenid Empire to that of the late-Han Dynasty, the Roman Republic of 120 BCE to the Roman Empire of 400 CE. Or, in a later unit, the Byzantine Empire of 1000 CE to the Ottoman Empire of 1500 CE and Russian Empire of 1700 CE?

Unit 1-6. Collisions: Climate, war, disease, commerce, 1200 – 200 years ago (800 CE to 1800 CE)

Narrative. Centuries of warming and growth took place, 800–1250 CE. This Medieval Warming was slight by comparison with early Holocene warming, but humans were now able to do more with it. The warming was accompanied by recurring war, conquest, and disorder; it reached a peak with the Mongol conquests (1200-1300). An emotional bellicosity developed in this age, as the recurring warfare filled warriors with a set of “group emotions” that fueled warlike behavior in military and even commercial institutions until it ran its course after several centuries. As the wars continued, disease brought global population decline, 1250–1650, with bubonic plague throughout Asia, Europe, and much of Africa, and with a wider range of diseases in the Americas after 1500. Encounters among communities brought alliances but also essentializing hatreds such as “race.” Initiatives in production and social organization took form in many regions; these were balanced or perhaps overcome by campaigns for global hegemony and extraction of wealth. The creation of institutions slowed, but the innovations and adjustments within the institutions continued to make changes. Somehow commerce, warfare, knowledge, states, religious dispute, and enslavement each expanded. The most evident result was the rise of a **global commercial network**. It consisted of links among commercial institutions and polities across most of the Old World from ca. 1100 CE, extending to a planetary network in ca. 1500.

In another major transformation, capitalism and a revised set of economic institutions began to form in about 1700 as an integrated network of economic and governmental institutions based on alliances of merchants and states, at home and overseas, expanding control of markets. As the human social order began to recover from the great turmoil and losses of this era of collisions, the renewed expansion of the human order began to have its own effects on every element of the natural world.

Readings. HH, 145–99. *Medieval Academy Webinar on Black Plague* [others to be added for Narrative and Definitions]

Pedagogy: Reading skills: analyze the spread of disease. **World History skills:** Bellicose emotions and war. **Presentation skills.** case studies of religious change.

Unit 1-7. Anthropocene. since 1800 CE.

Narrative. Rapid growth and transformation in many areas brought inequality and environmental crisis in an era of overall economic and demographic growth. Institutions of the nineteenth century included **corporations, trade unions, public schools, universities**, an expansion in **nations**, and capitalistic empires. Innovations of the twentieth century included the triumph of nations, the expansion of international organizations, expanded research structures for academic disciplines, and further growth of **popular culture** and **democratic discourse**. As most nations came to have legislatures, the institutions of **lobbies and lobbyists** were formed especially by corporations, spending to gain economic and political influence over governments. At the same time, global communication and knowledge led to movements for equality and a global democratic discourse at levels from family-level critique of gender oppression to critique of excess wealth. In a parallel set of networks, the structure and dynamics of popular culture, including online discussion networks for chat and democratic discourse, represent a major social innovation. As they develop, one must ask how it is that the structures of popular culture and knowledge renew themselves.

The expansion of agriculture and cities, disposal of waste, burning of petroleum fuel, elimination of forests and growth in mining led to extinction of species, pollution of waters and atmosphere and, especially, rapid increase in atmospheric temperature. In earlier human history, eras of rising temperature had meant prosperity; now rising temperature pointed toward disaster in sea level, storms, and fires. Increasingly, despite the expansion in new institutions and new knowledge, the two crises of socio-economic inequality and ecological degradation grew steadily more serious. Further, and most remarkably despite the outpouring of new knowledge, authorities in societies showed few ideas and no abilities to resolve the problems of social inequality or ecological degradation. Arguably, the human heritage of institutional evolution had led into a difficult and dangerous situation.

Readings. Manning *History of Humanity*, 201–56.

Pedagogy. Reading skills: multiple perspectives on social change. **World History skills:** Human System dynamics. **Presentation skills:** narrative of global & local growth and transformation.

Unit 1-8. Review:

Identify institutions of greatest importance; also weaknesses of institutions. Identify helpful networks. How does study of social institutions revise the interpretation that treats world history as the development of separate continents?



Course 2. The Human System, its Scales and Dynamics, since 800 CE.

Course objective: to define and describe the overall Human System during the past 1200 years—its functioning at multiple levels, the legacy of its earlier formation, and its changes up to the present. Students should learn to think of the Human System as consisting of all humans, their communities, and the changing relations among groups of humans. The system is decentralized; it facilitates processes at local, regional and global scales through their connections.

Course Pedagogy: Reading skills: explore, question, understand & analyze arguments, evaluate multiple perspectives. **World History skills:** institutions, networks, systems, scales, disciplines. **Presentation skills:** narrative, group work, case study, debate.

Contents: Course 2. Human System, its Scales and Dynamics

- 2-1. Introduction: Social Change and Institutional Evolution
- 2-2. Human System – Early Days to 1000 BCE
- 2-3. Global Warming and Social Ambition, 800–1200
- 2-4. Planetary Collision: Commercial Network, 1200–1600
- 2-5. Global Recovery and a New Direction, 1600–1800
- 2-6. Capitalism, Civilization, Emancipation, 1800–1950
- 2-7. 1950–2020, Popular Culture, Corporate Hegemony, Crisis
- 2-8. Review

Unit 2.1. Introduction: Groups and Social Evolution. (see pages 3-6 of course packet)

1-A) Questionnaire on groups; 1-B) summary of four processes of change, 1-C) human experience before speech; 1-D) human experience after speech, and 1-E) types of social groups among humans today.

Unit 2-2. The Human System, Early Days to 1000 BCE–

The Legacy of the Early Human System. As human migrants spread out across Africa and Asia from 60,000 to 25,000 years ago, the Human System expanded as a network of networks, held together by migrations back and forth among communities. These migrations changed the habitat everywhere humans settled, including the Americas. The process of social evolution gradually developed three distinct sectors: Representation (formulation of ideas); Networks (ties of migration and exchange among communities); and Institutions (coherent social groups that performed tasks). These were Pleistocene sectors of the human social order.

As the scale and institutions expanded, specialization within the human order led to the creation of a set of Holocene sectors. With the rise of agriculture some 10,000 years ago, after a preceding 10,000 years of fluctuations and warming after the Glacial Maximum, each of the sectors in social evolution had developed further specializations. Representation now included Culture (expression of ideas in multiple media) and Knowledge (understanding of the natural environment). Institutions expanded to include Social institutions (notably Society, larger than communities), Economic Institutions (especially agriculture) and, somewhat later, Governance (leadership and conflict resolution). For networks, the differences became clearer between Local Networks, Regional Networks, and the encompassing Human System. The Human System changed the climate by expanding agriculture and domestic animals, creating greenhouse gases that prevented temperature decline. The expansion of metallic tool-making by groups in institutions reduced the need for individual cultural learning. The overall framework of these sectors of social evolution has remained much the same from the mid-Holocene to the present.

By 1000 BCE, just over 3000 years ago, this Holocene-era framework of the Human System had become filled in with many more details. Urban centers arose in some regions; large-scale migrations repopulated every continent and the islands. Crops and metals technology were exchanged among regions. (Sorghum was domesticated in on African plains but also found wide use in North China.) States dominated certain lands, commerce linked regions. Second, the rise of hierarchy in social institutions pointed toward creating functional sub-systems within the Human System – that is, separating rulers from laborers. In practice, however, human preference for equality maintained limits on the expansion of hierarchy.

Table 2.2. Sectors of Human Social Evolution, ca. 1000 BCE.

Process of Change	Sectors	Topics, Institutions, Networks
Environment	Multiple	Environment: Climate, species, terrain
Biological	Population	Health; communities up to 150
	Sustenance	Basic needs, foraging
	Household	Reproduction, maintenance; avg. 6 members
Cultural	Learning	Individual learning, tools, visual communication
Social	Representation	CULTURAL SECTOR: speech, ritual, workshops, culture, philosophy, religion large-scale religion KNOWLEDGE SECTOR: timekeeping, literacy, schooling
	Networks	LOCAL NETWORKS: Households, cross-community migration, local exchange, towns, cities, marketplaces REGIONAL NETWORKS: transport, money HUMAN SYSTEM: network of human networks
	Institutions	SOCIAL SECTOR: Community of 150, ritual, marriage, workshop, society of 1000, slavery ECONOMIC SECTOR: artisanal production, agriculture, herding, water supply, metallurgy GOVERNANCE SECTOR: leadership (achievement, hierarchical), monarchy, military force, equine culture, empires

Between 1000 BCE to 800 CE, the structure of the Human System remained much the same. Pandemic disease reduced dense populations from time to time. Empires and commerce fluctuated along with temperature changes in the first millennium BCE, accompanied by large-scale religion's critique of expanding inequality. Expansion of literacy was an important new innovation, enabling the knowledge sector to expand. Between 1000 BCE and 800 CE, growth and innovation took place in all areas of the world, especially in three belts across the World: from the Mediterranean to the Pacific, in the African – South Asian belt to the south, and in the European – Siberian belt to the north.

Readings: Manning, *History of Humanity*, 109–46.

Pedagogy. Reading skills: evaluate multiple perspectives. **World History skills:** Human System and its scales.

Presentation skills: group work on multiple perspectives.

Unit 2-3. Global Warming and Bellicose Social Ambition, 800 – 1200 CE

Narrative. Global temperatures rose from 800 to 1200 CE. The change was small compared with those of the early Holocene, but humans were prepared to take advantage of it. Households expanded agriculture and population; ambitious leaders invested in conquest and commerce. The religion of Islam, reflecting earlier movements, arose from 622 CE in two stages – first as a militant movement for social reform, later as an anchor for hierarchical and commercial structure. Comparison of Eurasia, Africa, and the Americas shows the parallels in environmental change, war and statecraft, plus the expanding networks of exchange and information. A remarkable wave of *bellicosity* spread across the world, as ambitious leaders sought to control the expanding resources by structuring military and political institutions. Warfare mixed with commerce. Vikings dominated the seas and rivers of Europe; Srivijaya dominated Southeast Asian waters until challenged by Choya; Polynesians sailed to Hawaii and the Americas; Arabian merchants sailed to China. North African empires succeeded one another from the Fatimids through the Almohads; they warred with Christian Crusaders from 1100. New states arose in the savannas and mountains of Africa and in the mountains and lowlands of the Americas.

Readings: on ambition – Manning, *History of Humanity*, 150–58.

Pedagogy. Reading skills: comparison of Islamic and Tang societies. **World History skills:** network of Old World commerce. **Presentation skills:** case study of oceanic encounters.

Unit 2-4. Planetary Collision; Global Commercial Network, 1200 – 1600 CE.

Narrative. Temperatures declined from 1250 for environmental reasons and perhaps because of war's devastation. Yet bellicosity continued in military and political relations. The Mongols built the greatest military and administrative achievement in long-distance control, though their central regime lasted only from 1200 to 1370. Parallel episodes of ambition, war, and empire arose on every continent. Despite the warfare, Old World commerce reached a peak in about 1300. This **Old World commercial network** relied significantly on enslavement, textiles, and minerals. Then came the next collision: the great pandemic of plague that crossed Eurasia and Africa from the early 1300s to after 1450, devastating population and society and reducing temperature because of the decline in agriculture.

Despite the collisions and destruction, the Old-World commercial network expanded to become a **global commercial network** from 1450. Merchants sailed the seas of every region until, as of 1500, oceanic links completed the global market. The voyages spread disease, expanded commerce, fueled conquest, and provoked religious crises. Commercial and imperial impulses reinforced and contradicted one another. A new wave of empires arose in ca. 1500 (Ottoman, Safavid, Mughal, Portuguese, Spanish, Russian), seeking to control global and local commerce. Europeans dominated shipping in the Atlantic and the eastern shore of the Pacific but could not dominate Asian shipping. Products in global commerce, as before, were minerals, tea, porcelain, textiles (silk, woolen, linen, cotton), and slaves. A second great pandemic, ca. 1520 – 1650, spread Old World diseases throughout the Americas (and perhaps also in the Old World) – bringing population decline and reinforcing global temperature decline. These centuries of changes shocked the thinking of many. Understanding of the world changed sharply in geographical and spiritual terms. By 1600 each major faith had undergone a schism, yet missionaries sought to convert people of Africa, Asia, and the Americas to Christianity and Islam. Doctrines of human equality and inequality took clearer form: the concept of monogenesis was reinforced in Christianity and Islam, yet ideas of racial hierarchy expanded along with social encounters. Religions persisted, empires collapsed, and plans for global hierarchy met their limits.

Readings. Plague – HH, 147–49; HH, 149–50; HH, 158–64; HH, 164–70.

Pedagogy. Reading skills: understand arguments for the wars of the Crusades; explore the extent of the Mongol Empire; question the disease mortality in Old and New Worlds. **World History skills:** explore links and parallels in imperial conquests; compare war and commerce, their links and contradictions; institutions of religions in dispute. **Presentation skills:** narrative of empire, plague; commerce and knowledge; Planetary collision; global commercial network

Unit 2-5. Global Recovery and a New Direction, 1600 – 1800 CE.

Narrative. The global commercial network continued its expansion into the eighteenth century. Some empires persisted (Mughals, Russia, Ottomans, Spain, Portugal); others replaced regimes (China and Japan) or expanded (France, Britain, Netherlands). The core of production and marketing was in Asian lands and waters (the Indian Ocean and western shore of the Pacific). Forced labor was central to the production of goods including African gold, Andean silver, Chinese porcelain, European woolens, and Indian cottons. The environmental crisis eased as populations and temperature recovered from pandemics after 1650.

Dutch and English merchants entered competition in global markets as of 1600, and eventually developed a system that enabled them to gain dominance by 1800. Their initial strengths were skill in shipping and merchandising, combining local and overseas commercial relations, and alliances among merchants that gave them power over national policies in taxation and warfare. English economy and warfare also benefited from an expanding banking system that moved funds flexibly. Factory production of textiles and other products by wage workers expanded, especially in England. By the late eighteenth century, an overall model of capitalist production had developed, including state and military

intervention. The French monarchy, resisting merchant power, lost a succession of wars in the eighteenth century—then was overthrown by a revolution led by merchants and commoners.

Reading. Global commercial network – *HH*, 171–77; capitalism – *HH*, 177–91; cultural change – *HH*, 192–99.

Pedagogy. Reading skills: understand the global commercial network. **World History skills:** capitalist institutions. **Presentation skills:** case studies on institutions worldwide.

Unit 2-6. Global Capitalism, Civilization, Emancipation, 1800 –1950

Narrative. France, with the overthrow of its monarchy in 1793 and after twenty years of warfare by the revolutionary and imperial regime, emerged from the war with a government parallel to that of Britain. By 1820, a European capitalist system had taken root, relying especially on alliances of European monarchs and European proprietors. A British model of constitutional monarchy, in which merchant associations governed policy in taxation and warfare, was adopted throughout Europe and beyond. Across the Atlantic, an American republic, balancing agricultural and industrial interests, provided another model of a capitalist regime; this form was widely adopted in Latin America. Political debates among elites of the era, on both sides of the Atlantic, opposed the conservatives (who sought to maintain church and aristocracy) to the liberals (who sought to end monarchical and aristocratic privilege).

Table 2-6. Sectors of Human Social Evolution, ca. 1880 CE

Process of Change	Sectors	Topics, Institutions, Networks
Environment	Multiple	Environment: Climate, species, terrain
Biological	Population	Health; communities up to 150
	Sustenance	Basic needs, foraging
	Households	Reproduction, maintenance; avg. 6 members
Cultural	Learning	Individual learning, tools, visual communication
Social	Representation	CULTURAL SECTOR: speech, ritual, workshops, culture, philosophy, religion large-scale religion KNOWLEDGE SECTOR: timekeeping, literacy, schooling
	Networks	LOCAL NETWORKS. Households, cross-community migration, local exchange, towns, cities, marketplaces REGIONAL NETWORKS. Regional exchange, transport, money, banks HUMAN SYSTEM: network of human networks
	Institutions	SOCIAL SECTOR: Community of 150, ritual, marriage, workshop, society of 1000, slavery ECONOMIC SECTOR: artisanal production, agriculture, herding, water supply metallurgy, GOVERNANCE SECTOR: leadership (achievement, hierarchical), monarchy, military force, equine culture, empires

At the broader scale of the Human System, from the early nineteenth century, numerous innovations undergirded the emerging Anthropocene era: accelerating growth in population, economy, exploitation of natural resources, and changing political structures, social organizations, and intellectual work. The institutions included capitalist-led empires, nations, international organizations, popular culture, universities, research institutes, corporations, trade unions, socialism, social welfare; primary to tertiary education; public health and extended lifespan, and power from coal, petroleum, and hydroelectric.

In most parts of the world, a great debate unfolded between the visions of *civilization* and *emancipation*. The call for emancipation arose among commoners as an argument against the functional view of human society that would create subordinate social orders, as with racism and political exclusion, to be governed by an elite. Campaigns for emancipation by race, gender, and religion were carried out by activities of trade unions, diasporas, women, religious and national movements, and in universities. Indeed, their common doctrine calling for recognition of human equality appears to have

gradually gained primacy, if only in principle. In contrast, the notion of civilization was that certain social subgroups had achieved dominance because of their inherent superiority; others could aspire to reach toward but not ever to reach full civilization. From 1900, tensions and conflicts rose to the point of launching the most immense and destructive war ever to take place – it ended with spectacular atomic explosions that destroyed whole cities at one blow. In a sense, the postwar settlement provided an opportunity to formulate new leadership in guiding the Human System.

Readings. Manning, *History of Humanity*, 203–28.

Pedagogy. Reading skills: multiple perspectives on ideology. **World History skills:** networks of schools and universities. **Presentation skills:** group work on expansion of global culture;

Unit 2-7. 1950–2020: Popular Culture; Corporate Hegemony; Crises

Narrative. The postwar era brought heightened global communication to the Human System. Recognition of national independence for most countries, reduction in racial and religious hierarchy, and improved technology allowed for exploration and conciliation among populations, but also permitted the Cold War confrontation of US and USSR camps, especially in the long Vietnam war. Practical inequality continued despite the doctrine of expanded equality, bringing global protests in the 1960s–70s and again in 1989–92. By 2010, corporations were the dominant institutions in every country. Gigantic firms dominated service, finance, and communication industries, lobbying and evading taxes. Big governments entered conflicts (now among the US, China, EU, Japan, and India), raising fearsome comparisons to 1914. Yet the corporations and the governments that worked with them had to acknowledge the widespread dissatisfaction they faced – concern about socio-economic inequality and about environmental degradation. Contending trends arose with artistic spontaneity, critique of racial and gender discrimination, expanded education, and shared concern for social welfare. Response to the Covid-19 pandemic sharpened the ideological contrast between priority on wealth and profit vs. life and social welfare. Environmental crises, harmful to all, made a growing case for priority on collaboration and social welfare. The tensions seemed likely to continue.

Reading. *HH*, 228–34; *HH*, 237–48.

Pedagogy. Reading skills: analyze environmental degradation. **World History skills:** institutions and networks of inequality. **Presentation skills:** debate on growth vs. inequality.

Unit 2-8. Review.

The record of world history suggests that urban and rural sides of human life are roughly equivalent, especially as people move from one to the other environment without difficulty. For instance, iron manufacture was conducted throughout the regions of the Old World by 2000 years ago. The Human System did allow for concentrations of wealth and power, but the rich could not gain permanent dominion. The System has sustained connections among its sectors and among its regions. Few populations were isolated; much was exchanged among communities. The connections consisted mostly of networked links, rather than hierarchical relationships. The System influenced Gaia in various ways – by modifying local habitats, by warming the Earth through agricultural production, and cooling the Earth by destruction of populations. In these ways, the System speeded change at all levels throughout the human community. Efforts to make the System hierarchical arose from time to time. Leaders of these efforts may have hoped to create functional specialization among regions or social strata – that is, dominant strata and regions, with subordinate strata and regions to perform certain functions. These efforts at making the Human System into a hierarchy took place early in the creation of governance (5000 – 6000 years ago), in the era of empires including Rome and Han (300 BCE – 300 CE); in the Mongol era (13th – 14th centuries), in the era of slavery and worldwide racial hierarchy (18th – 19th century). In each case, the subordinated peoples found ways to escape their subordination. Today's system produces immense amounts of wealth and impressive cultural output. But it is left with waste, bitter debate, conflict, and apparent impossibility of collaboration. Environmental degradation is apparently too serious to ignore, yet it is largely ignored. Social institutions, which have expanded and differentiated greatly, provide marginal advantages to the general public but mostly serve wealthy interests. Nevertheless, the new networks of popular culture, global democratic discourse, and general knowledge –

increasingly inked globally and in alliance with specialized knowledge – have the potential to criticize and challenge the narrow and inequitable operation of so many institutions.

Course 3. Growth and Debate: Households, Public and Private Institutions, Since 1800.

Course objective: to explore world history in the Anthropocene era through the tension of two themes: growth in all aspects of life and the dynamics of group choice in institutions. How did humanity generate accelerating growth in every phase of life, in public and private arenas? What were the main debates on social priorities? How did groups of humans make decisions (or fail to make them) that yielded our current environmental and egalitarian crises?

Course Pedagogy: *Reading skills:* explore, question, understand & analyze arguments, evaluate multiple perspectives. *World History skills:* institutions, networks, systems, scales, disciplines. *Presentation skills:* narrative, group work, case study, debate

Contents: Course 3. Growth and Debate: Households, Public and Private Institutions, Since 1800

- 3.1. Introduction: Social Change and Institutional Evolution
- 3.2. Economic and Political Upheavals, 1800–1840
- 3.3. Global Capitalism, Civilization, Emancipation, 1840–1880
- 3.4. Empire and Race in Service of Capitalism, 1880–1920
- 3.5. Ideological and Military Conflict, 1920–1945
- 3.6. Era of Social Welfare, 1945–1980
- 3.7. Neoliberal Era, 1980–2020
- 3.8. Review

Unit 3.1. Introduction: Groups and Social Evolution. (see pages 3-6 of course packet)

1-A) Questionnaire on groups; 1-B) summary of four processes of change, 1-C) human experience before speech; 1-D) human experience after the speech; 1-E) types of social groups among humans today.

Unit 3-2. .Economic and Political Upheavals, 1800 to 1840.

From the time of the early Human System, groups of humans created and shared social institutions to take on new tasks, generating diversity and social change. By 1600 the system had reached a global scale, operating in several sectors, linked not only by population and migration but also by commerce, disease, material culture, knowledge, and labor. Following recovery from the Collisions of 1000–1600 and with continuing innovation, the Human System generated the Anthropocene Epoch, in which accelerated growth and expansion in almost every field led toward crisis in the environment and in human inequality.

Growth and Change, 1800–1840. For the many types of growth mentioned in this syllabus, students are encouraged to use the internet to estimate the rates of growth and decline by topic over time. One can find online estimates of population, agricultural and industrial output, health, environmental change, and culture, at regional and global levels. The French and Holy Roman empires collapsed in Europe, the Spanish colonial empire collapsed, and Britain conquered India by 1820. Canals and railroads expanded with steam engines.

Household Sector. Most work was conducted by individuals and partnerships at the household level, especially farmers and artisans, within ethnic and language groups.

Private Sector. Many tiny institutions, growing through contracts and agreements, survived through sales of their output, as with ships' crews, porters and teamsters. Larger institutions included money-lenders, banks, insurance companies, agricultural plantations, textile factories, and mines, mostly unregulated. Diasporas arose as networks of migrants. A new element of this sector emerged with

networks of popular culture crossing familial and ethnic lines, tied to widening audiences and campaigns of literacy and emancipation.

Public Sector. This sector centered on governments – monarchies, republics, imperial and colonial rule, supported by tax revenues. They included state monopolies for military or other production. The few republics and some monarchies relied on legislatures, with members elected by men of wealth.

Foundation Sector. Institutions for charity and knowledge had long existed, supported by churches, mosques and temples. In addition, nobility and monarchy supported scientific study and expressive culture. Transfers of funds from governments, wealthy individuals and commoners supported such organizations.

Debate and Regulation. Most commoners produced their goods on farms and in small towns. Some were driven off their individual or common lands, perhaps to enslavement, wage labor, or military service. Some accepted elite domination; others protested. Wage workers arose as a distinctive interest group, demanding rights as citizens. Among elites, debates separated monarchs and landowners from merchants and industrialists. Merchants supported liberalism, the pro-constitutional critique of monarchical authority; conservatives supported religion, state, and aristocracy. Liberals opposed regulation of the private sector; conservatives favored regulation by the state. Both agreed that commoners should be regulated and restrained: ownership of property was necessary to give one an interest in society. Among elites, civilization and emancipation arose as poles of a long-lasting debate.

Readings. Manning, *History of Humanity* 190–99, 203–04; on popular culture, *History of Humanity* 237–38.

Pedagogy. Reading skills: explore comparison of Europe and China; evaluate multiple perspectives on the Atlantic World. **World History skills:** identify major institutions, 1400–1800; Human System networks 1790–1840. **Presentation skills:** multiple perspectives, multidisciplinary approach; group and individual behavior in nationalism and emancipation.

Unit 3-3. Global Capitalism, Civilization, and Emancipation, 1840 – 1880.

Growth and Change. Migration, diasporas, slave emancipation, industrial output, railroads, shipping, corporations, corporate associations, trade unions, public schools, universities, urban sewerage, waste and its disposal, sport. Britain led global capitalism, as by defeating China in the 1839–42 Opium War, but other capitalist competitors arose. Powers warred in Crimea 1850s; the US seized Mexican and Indian lands. Mid-century emancipatory struggles brought huge casualties (Taiping Revolt in China, 1857 uprising in India, U.S. Civil War). Industry expanded in Europe and America, raw materials from other regions, telegraph spread worldwide, Suez Canal 1869, whaling, steamers for gunboat diplomacy.

Household Sector. Emancipation of many slaves and serfs; they sought land to become peasants. Overseas migration by European and Asian wage laborers displaced African migration in providing labor forces.

Private Sector. Corporations and banks were chartered by governments; trade unions were mostly illegal. Lawyers developed multilateralism to enable corporations to ally with governments internationally. Popular culture developed in many countries and diasporas through reading, sport, music, theatre, dance, dress.

Public Sector. Public elementary schools spread widely. Public health programs for cities. Government in the Americas by republic, by constitutional monarchies elsewhere. Government alliance with corporations.

Foundation Sector. Missionary and charitable organizations, supported by transfers and contributions: YMCA 1844, Red Cross 1863. Universities expanded on the model of the University of Berlin.

Debate and Regulation. Contention in many fields between the outlooks of civilization and emancipation. Civilization: under leadership of capitalistic empires, emphasis on racial and economic hierarchy. Emancipation: ideals of aspiring commoners, emphasis on individual and group rights by race, religion, ethnicity, gender, laboring status. The concept of ideology became formalized in these debates. Socialist and anarchist critiques of capitalism arose. Were corporations to be regulated by governments?

Reading. Manning, *History of Humanity* 204–06.

Pedagogy. Reading skills: explore elements of global capitalism. **World History skills:** scales of civilization.

Presentation skills: group work on emancipation campaigns.

Unit 3-4. Empire and Race in Service of Capitalism, 1880 – 1920.

Growth and Change. Expansion of British and French empires (Asia and Africa), plus German, Dutch, Italian, Japanese, and American empires. Taxes increased, especially in wartime. Corporations, backed by imperial navies, competed for influence in the Atlantic and other regions. Overseas migration reached its peak for migrant workers from China, India, and European nations. Chinese and Italian diasporas became influential, along with the African diasporas of earlier migrants. Petroleum and electricity become main sources of power, powering heavy industry. Utilities arose for wealthy cities – water, gas and electric power, waste disposal, urban transportation, communication; automobiles and paved roads. Improved health in metropolitan centers but not in colonies. Communities, trade unions, socialist and anarchist organizations challenged corporations. Male workers become voters in many capitalist countries but, for Russia and China, workers and small businesses did not gain an independent national voice. Numerous sports arose, leading to Olympic Games 1896. This period ended with World War I as a great conflict of all major empires.

Household Sector. Life under colonization brought new subjugation for those under imperial rule in Africa, Asia and Pacific. Urbanization expanded in Europe and the Americas. Racial discrimination heightened.

Private Sector. International organizations formed for corporations and workers. Political parties arose as networks supporting approaches to governance. Newspapers in multiple languages for many readers.

Public Sector. Imperial expansion by US, Britain, France, Germany, Japan, Italy, Dutch. Wider franchise expanded for males in capitalist countries. For colonized and indigenous peoples, few rights to participate in systems of politics or justice. Government support for corporate innovation.

Foundation Sector. Philanthropic foundations of corporate leaders, notably Carnegie and Nobel. Research hospitals and universities expanded.

Debate and Regulation. Empire, racial hierarchy, and segregation stood as statements of civilization: this era and the next were the peak times in racial discrimination and anti-Semitism. Corporations grew in size and strength in emerging industries; trade unions lost in most campaigns yet gained in influence. Deepening ideological conflict of workers and employers, conservatives and liberals.

Reading. Manning, *History of Humanity* 206–13, 239–44.

Pedagog Reading skills: analyze arguments of imperialists. **World History skills:** institutions of colonial government. **Presentation skills:** narrative of trade unions

Unit 3-5. Ideological and Military Conflict, 1920 – 1945.

Growth and Change. Wartime revolution overthrew the Russian Empire; Communists (Bolsheviks) came to power, survived international invasion, and created the Soviet Union in 1922. Their victory split socialist and communist parties worldwide. The Soviets campaigned for industrialization with state-run businesses, meanwhile supporting communist parties elsewhere. Capitalist economies emphasized steel, automobiles, aircraft, and textiles. Competition among nations, empires, and social policies continued; Japanese leaders sought to conquer China, Germans under Hitler sought to rebuild an empire. Economic depression during the 1930s increased tensions of workers and employers. Regional wars connected to a global conflict in 1940, with war involving most empires and nations from 1942 to 1945; the greatest casualties were on the eastern European and Chinese fronts.

Household Sector. Households in industrial countries benefited from modest improvements in health and educational conditions despite economic fluctuations; those in colonies had more minimal improvements.

Private Sector. Trade unions gained rights to formal recognition; their conflict with corporations continued. Corporations built national and international collaborations to protect their interests.

Public Sector. Social insurance systems. The USSR and its socialist organization presented an alternative public-sector model, with state ownership of corporations and rapid industrialization. Secondary schools expanded in independent nations but rarely in colonies.

Foundation Sector. The International Labor Organization, founded in 1919, was to mediate between workers and employers worldwide. The League of Nations was founded at the same time to mediate

among empires; USSR, Germany, and USSR were rarely if ever members. Rockefeller and Ford Foundations. International law.

Debate and Regulation. Corporations recognized more government power to regulate, including worker rights to form unions and government investment to counter economic depression. Japan, with a powerful corporate sector, nevertheless created a national health system in the 1930s. Conflicts of communist, socialist, and pro-capitalist political parties continued in many nations and in colonies.

Reading. Manning, *History of Humanity* 213–20.

Pedagogy. Reading skills: question the Great Depression worldwide. **World History skills:** networks of socialists and communists. **Presentation skills:** individualism and corporations.

Unit 3-6. The Era of Social Welfare, 1945 – 1980.

Growth and Change. After defeat of the Axis, nationalist movements went on to claim near-universal recognition of nationhood and formal national independence, including communist-led revolution in China, 1949. People of color returned to high office in colonies and independent nations. Programs of social welfare developed, at different levels, in most countries. Results included dramatic expansion of population, lifespan, literacy, and political rights. New technology in radio, records, tapes, and TV facilitated a popular culture boom. Environmental concerns were raised by Rachel Carson's critique of pesticides. Formation of the United Nations and its associated international organization included a successful campaign to eradicate smallpox. Growth and contention among socialism, anticommunism, welfare systems. At the same time, the Cold War of US and Soviet systems brought ideological contention of capitalism and socialism, wars, police actions, assassinations, and threat of nuclear war.

Household Sector. Rapid population growth worldwide, especially in tropical, colonial and ex-colonial regions. Improved human health conditions worldwide.

Private Sector. Corporate growth, bank growth, tax evasion. Popular culture grew rapidly among artists and audiences; production and ownership by big firms.

Public Sector. Empires came almost to an end; nations formed out of colonies but with weak structures. Expansion of socialist governments through the 1980s. Social Insurance in every area of the world, 1950-80. Legal rights for trade unions; schooling and literacy expanded everywhere. Trade unions were absorbed by political parties in most socialist and ex-colonial countries.

Foundation Sector. United Nations formed 1945-50, but with divided directions, contrasting big-power structures (Security Council) with small state structures (General Assembly, UNESCO); most UN members supported the small states. Rise of Non-Governmental Organizations such as World Wildlife Fund.

Debate and Regulation. Anti-racism became a postwar priority for a time. Programs for social welfare were adopted by most governments through the 1970s. General Assembly members proposed a New International Economic Order, in the 1970s, to gain economic equality with big powers. Public health programs came to be replaced by private medical research. Feminist movements were challenged by anti-abortion campaigns. Corporate leaders began espousing a free-trade, anti-government ideology. The effort to divide the world by race had been defeated in World War II, but racial and social hierarchy had not ended.

Table 3.6. Sectors of Human Social Evolution, ca. 1980 CE

Process of Change	Sectors	Topics, Institutions, Networks
Environment	Multiple	Environment: Climate, species, terrain
Biological	Population	Health; communities up to 150
	Sustenance	Basic needs, foraging
	Households	Reproduction, maintenance; avg. 6 members
Cultural	Learning	Individual learning, tools, visual communication
Social	Representation	CULTURAL SECTOR: speech, ritual, workshops, culture, philosophy, religion KNOWLEDGE SECTOR: timekeeping, literacy, school, universities, health
	Networks	LOCAL NETWORKS. Cross-community migration, local exchange, towns, cities, marketplaces REGIONAL NETWORKS. Regional exchange, transport, money, banks HUMAN SYSTEM: network of human networks
	Institutions	SOCIAL SECTOR: Community of 150, ritual, marriage, workshop, society ECONOMIC SECTOR: artisanal production, agriculture, herding, water supply, metallurgy, corporations, trade unions GOVERNANCE SECTOR: leadership (achievement, hierarchical), monarchy military force, equine culture, empires

Reading. Manning, *History of Humanity* 222–33, 244–49.

Pedagogy. Reading skills: explore decolonization. **World History skills:** popular culture and politics.

Presentation skills: groups and their leaders.

Unit 3-7. The Neoliberal Era. 1980 – 2020.

Growth and Change. Environmental degradation accelerated in climate, extinctions, and waste crises. Pandemic disease arose with HIV/AIDS, SARS, and other viruses. Computer and microelectronic technology expanded, especially in Asia. Slow economic growth, declining real wages, but growth in banks and financialization. International financial organizations pressed 1980s to close the public sector of ex-colonies.

This was neoliberalism, the critique of social welfare programs, trade unions, and education, but with heavy investment in institutions of wealthy corporations and privatization in many countries of pensions, prisons, schools, and utilities. Young people’s movements for democracy, 1989–1992, brought repression in China but fall of numerous regimes in Africa and Eastern Europe. The USSR collapsed in 1992, followed by privatization of public and corporate sectors, led by external authorities. In China, the Communist Party privatized public and corporate sectors in the 2000s. The capitalist economy, now fully global, underwent a banking collapse in 2008–09; the public sector covered the losses.

Household Sector. Expansion in high school and university education. Pro-democracy demonstrations by young people, especially 1989-92. Popular culture and sport expanded and interconnected worldwide, as both celebrities and producers gain in wealth.

Private Sector. Expanded spending on lobbying for legislation, mostly by large firms but also for non-profits and trade unions. Trade unions were greatly weakened from 1980, surviving mainly for privileged workers.

Public Sector. As a result of governmental changes during and after military regimes on most continents, many parliamentary governments disappeared, replaced by presidential states with a strong executive.

Foundation Sector. World Trade Organization forms 1995 as a big-power trade association separate from the UN. Gates Foundation active in supporting medical research; declining support for public health.

Debate and Regulation. Neoliberalism became the dominant public ideology by 2000, with limitation of local and national government social services, deregulation and privatization to maximize corporate profit, and direct corporate involvement in governance. The neoliberal outlook denied of the reality of

environmental degradation and social inequality. Debates on racial discrimination and gender equality continued.

Reading. Manning, *History of Humanity* 249–56.

Pedagogy. Reading skills: multiple perspectives on 1989. **World History skills:** international organizations, cultural networks. **Presentation skills:** Tiananmen demonstrations.

Unit 3-8. Review

Analysis. 21st-century dilemmas in sectors of the Human System.

Environment – extractive growth in Human System has encroached on Gaia – bringing crises of climate change and species extinction – and reducing and narrowing the diversity and resources of the environment.

Population – Somehow, human health has improved immensely. There has been an immense advance in public health and *disease prevention*, despite funding and prestige especially for medicine and *disease treatment*. New threats in disease arise; there is growing demand for equality of both prevention and treatment.

Households – still the basis of the social order, households are forced to bear cost of supporting labor and population reproduction. Previous commons, shared by households and communities, have been taken over by private and public sectors. proceed with little human response.

Representation – probably has grown more than any other sector. General knowledge resulting from public education, reinforced by electronic media. Specialized knowledge from universities, research centers, corporations, governments. Sharing of knowledge as journalists restate specialized knowledge for general audiences. Innovation and exchange in popular culture as expressed in multiple media.

Institutions and Networks – also with immense growth, especially at top end. Economy – appears to be the dominant sector, governing all others with its concern for profitability. Economic logic is influential in all sectors. Governance – has grown immensely in its role of directing relations among sectors. Struggles over who has access to it. Concern for the general welfare is rhetorical only.

Networks. Popular culture, democratic discourse, and general knowledge have become immense and widely shared networks of important potential. They provide a basis for critique of the greed, inequality, and short-sightedness that dominate so many institutions.