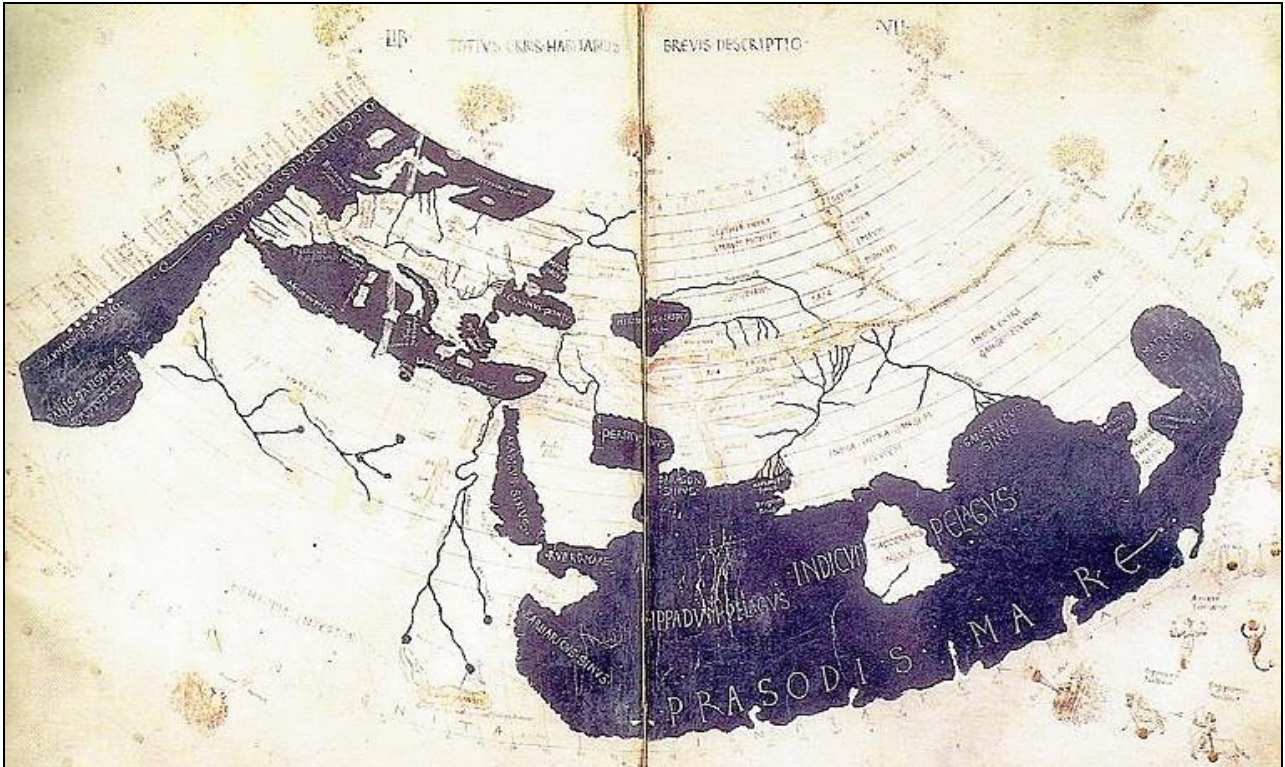


**HIS 104, Global History I: Traditions, Encounters, and Adaptation from the Stone Age to the Sixteenth Century, Department of History, Fall 2018**



Agathodaemon of Alexandria (2<sup>nd</sup> Century BC[?], attr.), The world according to Ptolemy's *Geography*

## Course Information

Instructor: Dr. Marcus Pyka

mpyka@fus.edu

Office hours: MTh 13.00-14.30, and by appointment

Class meeting times: MTh 14.30-15.45

Class meeting location: LAC Classroom 6

**Course description:**

This course is an introduction in global perspective to themes and trends in the political, economic, social, and intellectual history of pre-modern civilizations. It covers the development of civilizations in the Near East, the Mediterranean, India, China, Japan, and the West from the Neolithic Revolution to the “Columbian Exchange” with emphasis on the emergence and diffusion of ideas and institutions. Special attention is devoted to the impact of encounters between civilizations. Students are introduced to the reading and analysis of primary sources, and attention is devoted to historiography and recent trends in scholarship.

### **Course Goals:**

Goals for this course include the following:

- To develop critical thinking and analytical skills regarding any historical context, with an ability to recognize the changing nature of human affairs, in particular regarding social and societal structures, the role of religion, and the relation with the respective environments;
- To practice synthesizing information from classroom discussion, reading and individual research, with an emphasis on the interconnectedness of human affairs across time, and in global perspective;
- To strengthen students' skills necessary for study, research, and oral and written presentation; and
- To demonstrate the ability to work collaboratively and use technology effectively.

### **Learning Outcomes:**

Learning in this course is directed at the objectives of the study of history as an academic discipline devoted to pursuing a deeper understanding of human affairs in the distant and recent past.

Upon completion of this class, students should

- Be acquainted with major trends and key dates in human history from the stone age to the beginning of the sixteenth century;
- Be familiar with some of the main theoretical constructs relating to the history of mankind in global perspective in this period;
  - these include categories such as space and time, gender and generation, class and ethnicity, as well as culture and civilization, as well as the interrelation between human beings and their respective environment;
  - these also include insights into the history of knowledge and the nature of various sources – epistemology;
  - and this also includes the understanding, how essential and fruitful it is to be able to see and discuss Global History from different (and at times contradictory) angles – the value of multi-perspectivity.
- These insights and approaches will allow you to have a deeper understanding of key issues in contemporary debates on Social Justice and Sustainability (SJS):
  - To identify and examine key issues in SJS, both contemporary ones and in the past;
  - Synthesize material across disciplines (and times) to analyse issues in SJS;
  - To apply a SJS theoretical background to appropriate site or field beyond this course;
- Therefore, you also are supposed to have developed abilities to assimilate, assess, and synthesize such information in a substantial and coherent way.
- An essential part in mastering these tasks is the mastery of sources of various kinds. Hence students will be familiar with some key primary sources for the understanding of the history of mankind in global perspective in this period;
- And finally, students are supposed to be able to use the resources offered by the libraries of Franklin University Switzerland and possibly the Università della Svizzera Italiana (USI) to complete papers and presentations in an effective and meaningful way.

### **Course Requirements:**

Students will be assessed on the basis of a variety of assignments, with a particular emphasis on the acquisition and training of critical thinking and analytical skills. You will be required to take three exams, two during the term and a comprehensive one at the end of term. You will be called upon to speak in class often and to make one formal oral presentation.

Fundamental to the course is a substantial reading component. Students should expect to spend an average of approximately **6-8 hours a week for course preparation**, in addition to time in class.

The overall course grade at the end of this term is based on the basis of the following elements:

Midterm Exams 1&2	40%
Attendance, class participation, and presentation	30%
Final Exam	30%

Please note: I am willing to allow for an assignment for **extra credit (5%)** for a thorough analysis of a primary source relevant to this class. This should contain approx. 2-3 pages, and include a short review of the relevant literature, contextualization, analysis of its rhetoric, and discussion of its significance. This offer is only valid if we have agreed on a text before Academic Travel, we then have discussed on an elaborated draft, and you have submitted the final, polished version by December 1st, 2015. There are **no exceptions** to these deadlines.

Each of the three **exams** consists of four parts, to give you opportunity to demonstrate versatility in knowledge and understanding of the material relevant to this class.

- Part I is designed to show your knowledge about the “hard facts”: you will get a list of several names, events, and terms and you should indicate the respective area, period, and significance for the course of global history.
- Part II is a map quiz, related to the themes and terms of part I, so that you can demonstrate your familiarity with the geographical dimension of global history.
- In part III, you shall demonstrate your understanding of factors in human history and their interrelation. This part comprises essay questions on major forces and trends in history, both in its regional relevance and in global perspective.
- In part IV gives you opportunity to demonstrate your mastery of textual sources. You will get a primary document and will be asked to contextualize it and comment on its structure, its argumentation, and its significance.

Please note: The value of a mid-term examination missed for reason of illness certified by a physician is added to the value of the final examination.

**Participation and presentations:** students will be expected to make short presentations on the readings to facilitate discussion. Each student will be expected not only to participate regularly in the discussion. In addition, students will *present one major kind of primary sources* from those indicated in the syllabus. Guiding question of the presentation is: “How do we know this?” Each student will give insight into one of these primary sources for the study of global history, and the history of their conceptualization, providing the class with a printed handout including a short bibliography. **I require seeing you with a first version of your handout (including bibliography) one week before your presentation is scheduled.** Not seeing me beforehand will result in a failing grade for this part of your overall result, and might threaten your overall success.

## **Academic Integrity: Statement On Cheating And Plagiarism**

A student whose actions are deemed by the University to be out of sympathy with the ideals, objectives or the spirit of good conduct as fostered by the University and Swiss community, may be placed on Disciplinary Probation or become subject to dismissal from the University. Cheating is a dishonest action out of sympathy with the ideals, objectives and spirit of the University. Furthermore, cheating reflects negatively on one's personal integrity and is unjust to those students who have studied.

See the Academic Catalog for full statement (page 199):

<https://www.fus.edu/files/FUS-academic-catalog-2018-2020.pdf>

## **Grading Policy**

Examinations are given letter grades according to the following numerical scale:

<u>Distinction:</u>	<u>Good:</u>	<u>Satisfactory:</u>	<u>Unsatisfactory:</u>	<u>Failure</u>
A: 94-100	B+: 88-89	C+: 78-79	D+: 68-69	F: 0-59
A-: 90-93	B: 84-87	C: 74-77	D: 64-67	
	B-: 80-83	C-: 70-73	D-: 60-63	

The course grade is an average of examination letter grades according to the following grade points:

A: 4.0	B+: 3.3	C+: 2.3	D+: 1.3	F: 0.0
A-: 3.7	B: 3.0	C: 2.0	D: 1.0	
	B-: 2.7	C-: 1.7	D-: 0.7	

## **Attendance Policy:**

Regular attendance is required. Each student will be allowed two absences during the course of the term. For each other two sessions missed, your final grade will drop by one letter grade.

The roll is called at the beginning of each session, and late arrivals may be recorded as absences.

## **Please note:**

The use of laptops, mobile and smart phones, and other electronic entertainment and information devices (e.g. iPads, google watches, etc) is strictly forbidden during class time. Non-compliance might result in student dismissal from class, and him/her being recorded as absent.

## **Need help? No problem – Academic Support at Franklin:**

- Help and support is what office hours are for! I am available during office hours to discuss your own work, any issues you have with the course and its content, and maybe even on concerns about Franklin. My office is in Lowerre Academic Center (LAC Office #12, 2nd floor). My regular **office hours** are on **Mondays and Thursdays, 13.00-14.30**, and I usually have a sign-up sheet at my door for additional availability. I am also available on an appointment basis; the best way for that is to email me, or approach me after class.
- There is also **Moriah Simonds**, my “LLLS”, i.e. one designated student to help you with this course, and with me ☺ I will introduce her within the first days of the class.

- **Writing and Learning Center:** Fowler Learning Commons, Lowerre Academic Center, 1st floor. The Writing and Learning Center (WLC) can help you with papers, citing questions, and other writing issues in this class. It also offers tutoring for other subjects, particularly languages and math. To make an appointment, stop by or go to <https://wlc.setmore.com/>.
- **Accessibility Services:** if you have a documented learning disability, please contact Accessibility services at: [accessibility.services@fus.edu](mailto:accessibility.services@fus.edu). They can set up study skills appointments that may help you in this and other classes.
- **Grace Library** and Fowler Learning Commons: Grace Library has a number of resources available on ethics and the environment including reference works, books on the shelf, and appropriate databases. Fowler Learning Commons houses the science books (and books in foreign languages). You will need to use the library to research material for your final paper. Our information literacy specialist, Clélie Riat, ([criat@fus.edu](mailto:criat@fus.edu)). Can help you find appropriate material.

Please note that any accommodation or assistance from these sources will never result in a lower grade, they are designed to make this course a success for you. Just make sure you are transparent about where quotes (direct and indirect ones) and ideas are coming from – academic work is essentially collaborative, but transparency and honesty are key! ☺

### **Required Reading:**

Fernandez-Armesto, Felipe. *The World. A History*. Combined Volume, International Edition [3<sup>rd</sup> ed.]. Upper Saddle River: Pearson, 2016, or its electronic equivalent [there are cheap renting options from Pearson]

Supplementary Texts and Documents (available from the virtual course web site is <https://web.fus.edu/faculty/mpyka/HIS104/> )

### **Strongly Recommended:**

Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations. Chicago Style for Students and Researchers*. 8<sup>th</sup> ed. Chicago, London: Chicago University Press, 2013.

Kinder, Hermann, and Werner Hilgemann. *Penguin Atlas of World History*. Vol. I: *From Prehistory to the French Revolution*. Translated by Ernest A. Menze with maps designed by Harald and Ruth Bukor. London: Penguin, 2003.



## Course Schedule

- 27 Aug (M)     **Introductory Remarks**
- 30 Aug (Th)     **What is History? Approaches, Key Concepts, Sources**  
 Percy Bysshe Shelley, “Ozymandias”  
 Douglas Adams, *Hitchhiker’s Guide to the Galaxy*, on Golgafrincham and on 42  
 Richard J. Evans, “What is History?,” in Harriet Swain (ed.), *Big Questions in History*  
 Kinder/Hilgemann, *Penguin Atlas of World History* – please have an idea how the Penguin Atlas is organized, and what it contains! I will ask how it compares to the other readings for this class.
03. Sep (M)     **“History” and Before**  
 Get to know your text book:  
 Fernandez-Armesto, pp. XXII-XXVII, and XXX.  
  
 Steven Mithen, *After the Ice. A Global Human History* (2003). chs. 1: “The Birth of History,” and 2 “The World at 20,000 BC,” p. 1-16.  
 Arjun Appadurai, “Putting Hierarchy in Its Place” (1988), on the notion of ‘Natives’
06. Sep (Th)     **Farming and Herding after the Ice Age**  
 Fernandez-Armesto, ch. 1: “Out of the Mud”  
 Peter Stearns et al. *Experiencing World History*, pp. 66-76 (on gender structures)  
 Key Controversy: “Why Agriculture?” in Chris Scarre (ed), *Human Past*. – Please bring a print out!
10. Sep (M)     **The Great River Valleys and the Question of Civilization**  
 Fernandez-Armesto, ch. 2  
 John Tosh, *The Pursuit of History*, on Sources  
  
 Epic of Gilgamesh (excerpts)  
 Code of Hammurabi (excerpts)  
  
     ○ **Presentation: The Objects and their Context. Archaeology** [Camilla]
13. Sep (Th)     **The Multiplication of Civilizations – and the Beginning of International Relations**  
 Fernandez-Armesto, ch. 3  
*Berkshire Encyclopedia of World History* s.v. Barbarism and Civilization (Reading Notes!)  
 Key Controversy: How “African” was Ancient Egypt?  
  
 Burton Watson, David S. Nivison, and Irene Bloom: [Introduction to] “The Classical Sources of Chinese Tradition”  
 The ‘Metal-Bound Coffin’ and the Shao Announcement (on the ‘Mandate of Heaven’)  
 The Hittite-Egyptian Treaty after Qadesh, ca 1250 BCE  
 Ramses III: The War against the Sea Peoples  
     ○ **Presentation: Cracking the Code of the Past: Deciphering Ancient Writing Systems** [Amna]

17. Sep (Mon) **The Development of Monotheism: Amarna and Biblical Israel**  
 [Please prepare five bullet points on the “Sea Peoples” and their importance for Global History!]  
 Grubel, *Judaism*, ch. 1  
 Hebrew Bible/Old Testament (Excerpts)
20. Sep (Th) **New Cities, New Societies, and Their Limits**  
 Fernandez-Armesto, ch. 4  
 Key Controversy: Why did the Tasmanians stop eating fish?  
*Rg Veda* (excerpts)  
 The Upanishads and the “Laws of Manu” (excerpts)
- **Presentation: The Management of Time and Culture: Calendar Systems as Historical Source**
24. Sep (M) **The Great Schools of the “Axial Age”**  
 Karl Jaspers, *Axial Age* (excerpt)  
 Fernandez-Armesto, ch. 5  
 Kritias (attr.), *Sisyphus*, on Religion as Human Intervention  
 Plato, *The Republic* (the ‘Philosopher-King,’ and the Allegory of the Cave)
- **Presentation: Orality into Writing I: ‘The Homeric Question’ and the Question of Sources**
27. Sep (Th) **The Great Schools of the “Axial Age” (cont’d)**  
 Confucius, *The Analects*, pts.1&2 (excerpts, with introduction by Irene Bloom)  
 Key Writings from Theravada and Mahayana Buddhism
- Recommended: Spodek, *The World’s History*, ch. 9
- **Presentation: Orality into Writing II: The Problem of Buddhist Scriptures as Historical sources**
- 18.00: Revision Session (optional)**
- Recommended: Paul V. Adams et al., *Experiencing World History*, 21-27, 49-65, 86-88.  
 Ibid., 28-48, 66-85 (skimming)
01. Oct (M) **The Great Empires**  
 Fernandez-Armesto, ch. 6, pp. 148-59 and 165-8  
 The Cyrus Cylinder  
 Edicts of Ashoka  
 Miriam Dobson and Benjamin Ziemann. “Introduction,” in *Reading Primary Sources* (2009), 5-15 (“A Checklist”)
- **Presentation: Legal Documents as Historical Source: The Question of Normativity**
04. Oct (Th) **Midterm Examination I**

08. Oct (M)     **The Great Empires** (cont'd)  
 Fernandez-Armesto, ch. 6, pp. 148-154 (yes, again ☺), and 168-76 (on China and Silk roads)  
 Burton Watson, Introduction to “Legalists and Militarists,” and “The Codifying of the Confucian Canon”  
  
 The *Han Feizi* (excerpts)  
 Sima Qian, excerpts from the *Shiji* (Autobiography) and from his letters, on Li Si and Legalist Theories in Practice
- **Presentation: Numismatics and Propaganda – Coins and Money as Historical Source** [Brian]
11. Oct (Th)     **The Mediterranean in Global History: Empires, City States – and Historiography**  
 Fernandez-Armesto, ch. 6, pp. 159-65  
 Herodotus, *The Histories*  
 Thucydides, *History of the Peloponnesian War* (Causes of the War and the Method of Historical Inquiry; Pericles’ Funeral Oration)  
 Josephus Flavius, *The Jewish War*, Encomium of the Roman Empire  
 Fernand Braudel, *The Mediterranean Sea* (excerpts)
- **Presentation: The Sea as a Source? Fernand Braudel’s *Méditerranée* and the Annales School** [William]
15. Oct (M)     ***Pax Imperialis: Administration, Propaganda and Realities***  
*Berkshire Encyclopaedia of World History* s.v. Empire  
 Tom Holland, *Rubicon. The Triumph and Tragedy of the Roman Republic*, “Preface”  
 Pausanias, Description of Greece, Book I: The Greek Cultural Institutions  
 Vergil, *Fourth Ecloga*, on the birth of the new era  
 Horace, *Dulce et Decorum est*, and Vergil, *Aeneid*, on the death of Euryalus and Nisus  
 Aelius Aristides, *The Roman Oration*, and Cornelius Tacitus, *Agricola*, on the *Pax Romana*
- **Presentation: Between Propaganda, Apology, and Historiography: The Autobiography of Flavius Josephus in the Context of his Work**
18. Oct (Th)     **The Second Temple Period in Palestine: Judaism and Christianity**  
 Monika Gröbel, *Judaism*, ch. 2
- Pliny the Elder, *Historia Naturalis*, on Jerusalem  
 Josephus Flavius, *The Jewish War*, on Sadducees, Pharisees, Zealots, and Essenes  
 Teachings of Hillel [from the Babylonian Talmud, bSab 31b-32a]  
 The Gospel According to St. Matthew [“The Golden Rule”]  
 Acts 15: The Acceptance of Gentile Converts into Christianity
- Recommended: The Gospel According to St. Mark
- **Presentation: The Quest for the Historical Jesus** [Rachel]



## ACADEMIC TRAVEL

### 05. Nov (M) **The End of Empire? Postimperial Worlds**

Fernandez-Armesto, ch. 7

*Berkshire Encyclopedia of World History* s.v. “Writing World History”

Tacitus and Jordanes, selections (on the role of migrations)

Justinian, *Corpus Juris Civilis*

The Apostle Paul, excerpts from his Letters (on the submissive role of Women)

Augustine, *The City of God*, on the Fall of Rome (410)

Edward Gibbon, *The History of the Decline and Fall of the Roman Empire* (1776-1788, excerpt)

- **Presentation: Historical Sources without Text: Material Culture** [Sakhi]

### 08. Nov (Th) **Empires and World Religions**

Fernandez-Armesto, ch. 8

*The Nicene Creed*

Edict of Milan

Benedict of Nursia, “The Benedictine Rule”

Charlemagne’s letter to Abbot Baugulf of Fulda, with an injunction to monasteries to cultivate letters

Augustine of Hippo on Jews

The *Sutra for Humane Kings*, with the Recension of Amoghavajra (8<sup>th</sup> century)

*Nihongi* with the Taika Reform Edicts

- **Presentation: ‘Gender’ as Category of Historical Knowledge**

### 12. Nov (M) **17. The Success of Islam**

Adam J. Silverstein, *Islamic History. A Very Short Introduction*, 9-26

Excerpts from the *Qur’ān* and *Hadīth*

- **Presentation: What do We Know about the Prophet? The *Hadīth* as Historical Source** [Layla]

### 15. Nov (Th) **Environmental Frontiers in the Late First Millenium**

Fernandez-Armesto, ch. 9

- **Presentation: What Do We Know Without Texts? The Debate on the “Collapse” of Easter Island and Its Sources** [Allison]

### 19. Nov (M) **Mid-Term Examination II**

### 22. Nov (Th) **Contending with Isolation**

Fernandez-Armesto, ch. 10

*Russian Primary Chronicle*

Nicholas V. Riasanovsky: *A History of Russia*. 6<sup>th</sup> ed. (2000), 34-42 [skimming], 55-58, and 60-65 (on Kievan Russia and its legacy; excerpts)

- **Presentation: Medieval Chronicles and Modern National Myths: The Question of Ancient Roots of Nationalism** [Wes]

(Thanksgiving)

26. Nov (M)     **Nomadic Frontiers and Eurasian Integration**  
Fernandez-Armesto, ch. 11
- Anna Komnene, *Alexiad* (pp. 274-7, 232-4, 455-64 [excerpts on the First Crusade and on the Bogumils])
- **Presentation: Historical Source without Text: Art**
29. Nov (Th)     ***Pax Mongolica* and Beyond: The World the Mongols Made**  
Fernandez-Armesto, ch. 12
- Ibn Khaldun, *Autobiography* (excerpts)  
Ibn Khaldun, *Muqaddimah* (excerpts)
- **Presentation: Travel Accounts as Historical Source** [Morgan]
- 03 Dec (M)     **... and Beyond: Mali, Gold, Salt, and the Limits of Knowledge**  
Fernandez-Armesto, ch. 13, pp. 390-392  
Robert O. Collins and James M. Burns, *A History of Sub-Saharan Africa* (2007), pp. 78-82, 83-89, and 92-95
- Al Umari, *Masalik* [on Mansa Musa of Mali]
- **Presentation: People without History? Ethnography, Folklore, and Oral History**
06. Dec (Th)     **The Revenge of Nature: Plague, Cold, and New Beginnings**  
Fernandez-Armesto, ch. 13
- Thucydides, *History of the Peloponnesian War* (Account of the 'Plague' in Athens )  
Boccaccio, *Decamerone* (on the Black Death in Florence)  
Letter of King Manuel I of Portugal Describing Cabral's Voyage to Brazil and India (1505)
- **Presentation: From Accounting to the Census – Civilization, Mathematics and the Politics of Numbers in the Premodern Period** [Patricio]
- Sat, 09 December:** Revision Session (optional – details tba)
- Recommended:  
Stearns, *World History*, ch. 2 ("A World History Skeleton")  
Christian, "This Fleeting World", part 1 and 2
- 10 Dec (Mon)**     **Comprehensive Final Exam**  
**13.30-15.30**
- [please note the different times for finals' week classes!]