

History 300-01: Global Encounters to 1500, Spring 2009

Instructor: Dr. Margaret Trenchard-Smith

Class Sessions: MWF 11 to 11:50 at FAN 175

Office Hours and Location: MWF from 2-4 at UNH 3501 or by appointment

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Course Description: History 300 will explore the human experience from a global perspective, starting with the Neolithic Revolution ca. 11,000 B.C.E., and ending with the European contact with the Americas, ca. 1500 C.E. Recognition of the distinctive character of cultures and civilizations in Africa, the Americas, Asia, Europe and Oceania will be maintained in this course, while its emphasis will be placed on cultural interchange. A comparative analysis of the shaping effect of religion will be a continuous theme of the course, as will the development of political structures, local and long-distance trade, migration, intellectual exchange and, ineluctably, warfare.

Student Learning Outcomes: You will be expected to engage in an in-depth analysis of primary and secondary sources during class sessions, and to bring to the table points for discussion. As future instructors, you will be given the opportunity briefly to practice team-teaching. You will also develop research projects according to your individual interests and will present your work in progress with a view to receiving critical suggestions from your peers. Four articles on the theory of world history will be analyzed and discussed in the course of the semester and related to your research projects. As with other history courses, you should expect your analytical faculties to be sharpened, to be able more effectively to engage critically with written sources, to improve in argumentation, and to increase in historical imagination. You will gain teaching experience. Most importantly, you will achieve a global perspective on the human past, the better to grasp the contemporary world.

COURSE SCHEDULE

Part I: The Early Complex Societies, 3500 to 500 B.C.E.

Week 1 Southwest Asia

Reading Assignments: Bentley and Ziegler, *Traditions & Encounters*, chapters 1 and 2, pp. 1-57

Andrea and Overfield, *The Human Record*, excerpts from the *Epic of Gilgamesh* and *The Judgments of Hammurabi*, pp. 5-17;

Book of Genesis and *Book of Deuteronomy*, pp. 50-59

Writing Assignment: None

1/12 Introduction; Prehistory through the Neolithic Era

1/14 Civilization between the Tigris and Euphrates Rivers: Ancient Mesopotamia

1/16 Semitic Peoples of the Eastern Mediterranean; Indo-European Expansion

Week 2 Africa

Reading Assignments: Bentley and Ziegler, chapter 3, pp. 59-85

Andrea and Overfield, "The Person Who was Tired of Life" and "Tale of the Eloquent Peasant," pp. 18-21; "A Pyramid Text," "A Coffin Text" and "The Negative Confession," pp. 35-38

Writing Assignment: None

1/19 **MARTIN LUTHER KING JR's BIRTHDAY— CLASS CANCELLED**

1/21 Civilization along the Nile River: Ancient Egypt and Nubia

1/23 Sub-Saharan Africa and the Bantu Migrations

Week 3 South and East Asia

Reading Assignments: Bentley and Ziegler, chapters 4 and 5, pp. 87-131

Andrea and Overfield, *Rig Veda* and *Upanishads* pp. 41-46 and 62-66; *Book of Documents* and *Book of Songs*, pp. 24-28

William H. McNeill, "The Changing Shape of World History," in *History and Theory*, vol. 34.2, May 1995 (access on JSTOR)

(To access JSTOR: Go to the Von der Ahe Library portal page, do a title search for History and Theory, click on the JSTOR banner, then choose Vol. 34, issue 2, May, 1995. McNeill's article will be the first to come up. If you are denied access, you'll be prompted to give your name as it appears on your ONECARD and the 14-digit number on the back of the card.)

Writing assignment: Write a brief reaction paper to McNeill's article and post it on Blackboard under "Discussion Board."

- 1/26 Civilization around the Indus River: Ancient India
 1/28 Civilization amidst the Yellow and Yangzi Rivers: Ancient China / Reaction papers due by midnight
 1/30 Discussion of McNeill's article (bring a copy of the article and two copies of your essay to class)

Week 4 The Americas and Oceania

Reading Assignments: Bentley and Ziegler, chapter 6, pp. 133-155
 Andrea and Overfield, Three Mayan Ceramic Figures, pp. 353-356
 Excerpts from the *Popol Vuh* and from Dreamtime legends (to be supplied)

- 2/2 Mesoamerica and South America
 2/4 Oceania
 2/6 Discussion of the *Popol Vuh* and summation of Part I of the course

Part II: The Formation of Classical Societies, 500 B.C.E. to 500 C.E.

Week 5 Empires of Persia and China

Reading Assignments: Bentley and Ziegler, chapters 7 and 8, pp. 159-203
 Andrea and Overfield, Zarathustra, *Gathas*, pp. 75-78; *The Book of Isaiah*, pp. 78-81; Laozi, *The Classic of the Way and Virtue*, Confucius, *The Analects*, Qin Shi Huangdi, *Qin Penal Laws*, pp. 83-95; Huan Kuan, *Discourses on Salt and Iron*, Ban Zhao, *Lessons for Women*, pp. 127-136
 Writing Assignment: William Green, "Periodizing World History," in *History and Theory*, vol. 34.2, pp. 8-26, May 1995 (access on JSTOR)
 Writing Assignment: Post a reaction paper to Green's article on the Discussion Board

- 2/9 Imperial Persia / **Distribution of prep materials for the midterm**
 2/11 Qin and Han Dynasties (Group 2 to teach) / Reaction papers due by midnight
 2/13 Discussion of the *Analects* and of Green's article (bring a copy of the article and 2 copies of your essay to class)

Week 6 Trial of Empire on the Indian Subcontinent

Reading Assignments: Bentley and Ziegler, chapter 9, pp. 207-228
 Andrea and Overfield, *Bhagavad Gita*, pp. 66-69; The Buddha, "Setting in Motion the Wheel of the Law" and "Questions That Tend Not to Edification," pp. 70-74; *Tales of Guanshiyin* and Three Bodhisattvas, pp. 157-161; Narada, *The Bhakti Sutra* and Shiva, Auspicious Destroyer, pp. 162-168; Asoka, *Rock and Pillar Edicts* and Faxian, *Travels*, pp. 136-143
 Writing Assignment: None

- 2/16 **Midterm**
 2/18 Classical India (Group 3 to teach)
 2/20 Discussion of the *Bhagavad Gita* / Student presentations

Week 7 The Greco-Roman Synthesis

Reading Assignments: Bentley and Ziegler, chapters 10 and 11, pp. 231-284
 Andrea and Overfield, Homer, *The Odyssey*, pp. 46-50; Thucydides, *History of the Peloponnesian War*, Euripides, *The Bacchae*, Plato, *Phaedo*, pp. 96-105; Virgil, *Aeneid*, pp. 124-127
 Writing Assignment: None

- 2/23 The Aegean from the Bronze Age to the Time of Alexander
 2/25 Hellenic and Hellenistic Society and Culture
 2/27 Roman Domination of the Mediterranean: From Republic to Empire

Week 8 The Late Classical Period

Reading Assignments: Bentley and Ziegler, chapter 12, pp. 287-311; also read ahead, chapter 13, pp. 317-341
 Andrea and Overfield, Pliny the Elder, *Natural History*, pp. 143-147; Faxian, *Travels*, pp. 148-149; *Gospel of Saint Matthew*, and St. Paul, *Epistle to the Romans*, pp. 176-181; *The Babylonian Talmud*, pp. 172-174; Eusebius of Caesarea, *Ecclesiastical History*, pp. 182-187; *The Theodosian Code*, pp. 187-189; *The Gospel of Thomas*, pp. 201-202; *The Creed of Nicaea*, p. 206

Writing Assignment: Janet Abu-Lughod, "The World-System Perspective in the Construction of Economic History," in *History and Theory*, vol. 34.2, May 1995 (access on JSTOR)

3/2 Christians, "Barbarians," and the Collapse of the Western Roman Empire

3/4 Religion, Migration and Trade in Eurasia / Reaction papers due by midnight

3/6 Discussion of Abu-Lughod's article (bring a copy of the article and 2 copies of your essay to class) / Summation of Part II of the course

SPRING BREAK 3/9 – 3/13

PART III: The Post-Classical Era, 500-1000 C.E.

Week 9 Heirs of the Roman and Sasanian Empires

Reading Assignments: Bentley and Ziegler, chapter 14, pp. 345-372

Andrea and Overfield, Two Imperial Portraits: Justinian and Theodora and Michael Psellus, *Chronographia*, pp. 298-307;

Luitprand of Cremona, *A Report on the Embassy to Constantinople* and Two Representations of the Virgin, pp. 313-320; *The*

Quran and Abu Abdullah ibn Ismail al-Bukhari, *The Authentic [Traditions]*, pp. 207-216; Ibn Rushd, *The Distinguished Jurist's Primer*, pp. 220-224; Benjamin of Tudela, *Book of Travels*, pp. 238-239; Al-Ghazzali, *The Alchemy of Happiness* (to be supplied)

Writing Assignment: None

3/16 The East Roman Empire or "Byzantium"

3/18 Islam and Its Expansion (Group 4 to teach)

3/20 Discussion of *The Alchemy of Happiness* / Student Presentations

Week 10 Tradition and Innovation in Asia

Reading Assignments: Bentley and Ziegler, chapter 15, pp. 375-402

Andrea and Overfield, *The Constitution of Prince Shotoku*, pp. 245-248; Sei Shonagon, *The Pillow Book*, pp. 248-252; *Chronicle of the Grand Pacification*, pp. 252-257; Du Fu, *Poems*, pp. 259-262; *The Old Tang History*, pp. 262-265; Chen Pu, *The Craft of Farming*, pp. 265-267; Abul Raihan al-Biruni, *Description of India*, pp. 283-286; *Vikrama's Adventures*, pp. 286-288; Han Yu, *Memorial on Buddhism*, pp. 292-294; "Proclamation Ordering the Destruction of Buddhist Monasteries," pp. 294-295

Writing Assignments: None

3/23 Tang and Song China

3/25 Post-Classical India

3/27 Student Presentations

Week 11 Presentations of Work in Progress

Reading Assignments: Bentley and Ziegler, chapters 15 and 16, pp. 375-429

Ashis Nandy, "History's Forgotten Doubles," in *History and Theory*, vol. 34.2, May 1995 (access on JSTOR)

Writing Assignment: Post a reaction paper to Nandy's article on the Discussion Board

3/30 Creative Adaptation in East and Southeast Asia

4/1 Student Presentations / Reaction papers due by midnight

4/3 Discussion of Nandy's article (bring a copy of the article and 2 copies of your essay to class)

Week 12 The European Synthesis

Reading Assignments: Bentley and Ziegler, chapter 17, pp. 433-455

Andrea and Overfield, Charles the Great, "Capitulary on Saxony" and "A Letter to Pope Leo III," pp. 310-313

Writing Assignments: None

4/6 Empire, Monarchy and Lordship in Europe

4/8 Student Presentations / Summation of Part III of the course

4/10 **GOOD FRIDAY—CLASS CANCELLED**

PART IV: AN AGE OF CROSS-CULTURAL INTERACTION, 1000 TO 1500 C.E.**Week 13 The Afro-Eurasian Ecumene**

Reading Assignments: Bentley and Ziegler, chapters 18 and 19, pp. 461-505

Andrea and Overfield, William of Rubruck, *Journey to the Land of the Tartars*, pp. 386-390; Marco Polo, *Description of the World*, Abul-Hasan Ali al-Masudi, *Meadows of Gold*, pp. 340-343; Abu Ubaydallah al-Bakri, *The Book of Routes and Realms*, pp. 343-347; *Ethiopian Royal Chronicle*, pp. 347-351; Ibn Battuta, "A Gift to Those Who Contemplate the Wonders of Cities," pp. 402-406

Writing Assignments: None

4/13 Film: *Mongol* / **Completed drafts of research papers may be turned in for comment**

4/15 Invasion and Integration

4/17 African States and Societies / Discussion of Ibn Battuta's *Travels* (Group 5 to teach)

Week 14 Europe and the Americas before Contact

Reading Assignments: Bentley and Ziegler, chapters 20 and 21, pp. 509-562

Andrea and Overfield, Pope Gregory VII, *Dictatus Papae*, Henry IV, "Letter to Hildebrand," pp. 322-344; Diego Durán, *Book of the Gods and Rites*, pp. 359-365; Pedro de Cieza de León, *Chronicles*, pp. 365-36

Writing Assignments: Research Papers

4/20 Europe in the High Middle Ages / **Final drafts of revised research papers due at the start of class**

4/22 Pre-Columbian North, Meso- and South America (Group 1 to teach)

4/24 War, Famine, Pestilence and Death

Week 15 Global Encounters

Reading Assignments: Bentley and Ziegler, chapter 22, pp. 565-591

Andrea and Overfield, Zhau Raguna, *Description of Foreign Peoples*, pp. 376-379; *Book of John Mandeville*, pp. 379-384; *Kangnido*, pp. 384-385; Ma Huan, *Overall Survey of the Ocean's Shores*, pp. 410-414; Bernardino de Sahagún, *General History of the Things of New Spain*, pp. 420-425

Writing Assignment: None

4/27 The Renaissance / **Distribution of prep materials for the final**

4/29 Exploration and Encounter

5/1 Course summation and final prep

Week 16: Final Exam (please bring large blue books) on Monday, 5/4/2009, from 11 a.m. to 1 p.m.

ASSIGNMENTS AND EXAMS:

Attendance and Discussion, 20%

In order to excel, it is essential that you attend each session and do the assigned readings *before* class. The quality and frequency of your contributions to class discussion will be evaluated. Class sessions will be conducted in both lecture and seminar formats.

Attendance will be taken at the start of class. Please be punctual. Four or more missed class sessions will result in lowering your course grade by a minimum of half a grade; however, up to three missed classes can be made up through receiving a précis of the lectures during office hours.

Pop quizzes may occasionally be given in lieu of roll. They will not affect your course grade (unless you are absent).

The use of electronic media during class time is prohibited.

Assigned Readings

You'll be reading twenty-two chapters from the Bentley and Ziegler survey textbook; you should pay especial attention to those chapters pertaining to your area of specific interest (see "Groups"). Of the primary source excerpts from the Lualdi anthology listed for each week on the syllabus, you are expected to select and read three.

Practice Teaching

Since many of you intend to go on to a teaching career, each student will have the opportunity briefly to take over the classroom as instructor within your area of interest (see "Groups"). Basic prep materials (power points, lecture outlines, etc.) will be provided by me, but you are welcome to alter them to reflect your interests and teaching styles. You will not be graded on this aspect of the course, although an excellent performance may enhance your grade.

Groups

In order to make this daunting survey of human history more manageable, the class is being divided into five groups of five students each, determined by the full-length primary sources students choose. Group 1 will have in common the *Popol Vuh* and a focus on Meso- and/or South America; Group 2 Confucius' *Analects* and East and/or Southeast Asia; Group 3 the *Bhagavad Gita* and India/South Asia; Group 4 Al-Ghazzali's *Alchemy of Happiness* and Islamic territories and/or influence (or specifically that of Sufism); Group 5 Ibn Battuta's travelogue and a focus on Africa. The intended effect of this scheme is to give each student a geographical and topical area of expertise which can be related to the course content as a whole and which is shared with other group members.

Reaction Papers, 10%

During the first half of the semester, you'll be reading articles on the theory of world history and discussing them in class. In order to prime discussion, you'll be writing reaction papers one paragraph to one page in length and posting them on the Blackboard "Discussion Board."

Research Paper, 30% (may be turned in for comment on 4/13/2009; final drafts are due 4/20/2009 at the start of class)

This is an eight-to-ten page paper (excluding footnotes and bibliography). You will pursue a topic within your area of expertise, using a minimum of one primary source and six secondary sources, and develop an original thesis statement. Criteria for evaluating papers will be distributed early in the semester, together with a list of topics and titles from the previous semester. You are strongly encouraged to visit me at my office to discuss projects as your research unfolds.

Presentations, 5%

Each of you will each present to the class an abstract of your work in progress on the research paper. The abstract should give the topic, thesis statement, sources, findings and conclusion (even if tentative). To facilitate group discussion of each project, a dedicated web link will be posted onto Blackboard for each presenter.

Midterm (2/16/2009), 10%

The midterm will consist of various components in order to minimize risk and to increase the diagnostic value of the exam. First, from a list of eight, you will be asked to identify and discuss four terms mentioned and discussed in lecture. Give an approximate date or dates for each term and explain its historical significance. Each identification will be worth 5% of the exam grade. You will also be asked to write an essay (three page minimum, worth 40% of the exam grade). There will also be ten multiple choice questions (each worth 2%), five True/False questions (each worth 2%) and a map component (five of ten items, each worth 2%). A list of possible IDs and essay topics will be distributed one week before the midterm.

Final examination (5/4/2009 from 11 a.m. to 1 p.m.), 25%

The course final will follow the same format as the midterm. From a list of fifteen, you will be asked to identify and discuss six terms mentioned and discussed in lecture. Give an approximate date or dates for each term and explain its historical significance.

Each will be worth 5% of the exam grade. You will also be asked to write a long essay (five or more blue book pages, worth 40% of the exam grade), relating your area of expertise to the general course content and one of the theory articles discussed in class. There will also be twenty multiple choice questions (each worth 1%) and a map component (five of ten items, each worth 2%). The essay topics will be distributed one week before the final exam. I will be observing extended office hours in the week before finals.

Late or Missed Exams

If you are unavoidably absent from an exam, provide proof of the emergency or illness or be prepared to make a compelling case. E-mail me immediately (i.e., within 24 hours) to arrange a make-up exam (within 48 hours, if possible). The content of the exam may be altered, but will reflect material discussed during prep. Make every effort not to be late for the final, since by University policy it cannot be administered outside the scheduled time.

Academic Honesty

You will be bound by the University's policy on academic honesty. Please refer to the *LMU Undergraduate Bulletin* for its policy on plagiarism, cheating and related matters. These issues will be discussed during prep sessions for papers and exams.

REQUIRED TEXTS

All students are required to obtain the following two textbooks:

Bentley, Jerry H. and Herbert F. Ziegler. *Traditions and Encounters: A Global Perspective on the Past*. 4th ed. Vol. I: From the Beginning to 1500. Boston: McGraw Hill, 2008.

Andrea, Alfred J. and James H. Overfield. *The Human Record: Sources of Global History*. 6th Edition. Vol. I: To 1700. Boston, New York: Houghton Mifflin Company, 2009.

Each student must select *one* of the following primary source translations:

Popol Vuh (there is a link to this text on Blackboard)

Confucius. *The Analects of Confucius*. Trans. Arthur Waley. Vintage, 1989.

The Bhagavad Gita. Int. Simon Brodbeck, trans. Juan Mascaró. Harmondsworth, U.K.: Penguin Classics, 1962.

Abu Hamid al-Ghazzali. *The Alchemy of Happiness*. Trans. Claud Field. Kazi Publications, Inc., 1997.

Ibn Battuta. *Ibn Battuta in Black Africa*. Ed. and trans. Said Hamdun and Noel King. Markus Wiener Publishers, 2005.

All students will read the following articles, available on JSTOR:

William H. McNeill, "The Changing Shape of World History"

William Green, "Periodizing World History"

Janet Abu-Lughod, "The World-System Perspective in the Construction of Economic History"

Ashis Nandy, "History's Forgotten Doubles"

RECOMMENDED WEB SITES

You'll be using the Blackboard web site for the course, available through MyLMU. On it you'll find a copy of the syllabus, assignments, a Discussion Board for posting your reaction papers, and quizzes so that you can test yourself on your grasp of the course survey. There are also online resources for students available through the publishers of the Bentley and Ziegler textbook at www.mhhe.com/bentley4. Other web sites that might be useful for your research will be posted on Blackboard as the course progresses.