HISTORY 208
INTRODUCTION TO GLOBAL HISTORY I:
PREHISTORY TO 1500 CE

Tu/Th XX-XX
Location: Lincoln Hall 207
Fall Semester 2017

Prof. Edward Schoolman
eschoolman@unr.edu
Office hours: [ ]
Office: Lincoln Hall 207

COURSE DESCRIPTION

TOPICS AND SCOPE: Examination of earliest civilizations of Asia, North Africa, the Americas and Europe -- Mesopotamia, Egypt, Israel, India, China, Greece, the Maya, and Rome -- from development of settled agricultural communities until 1500 CE, with focus on rise of cities, organization of society, nature of kingship, writing and growth of bureaucracy, varieties of religious expression, the global connections among cultures and societies.

STUDENT LEARNING OUTCOMES:
This course satisfies CO11, Global Contexts. Upon completion of this course:
1. Students will be able to analyze and interpret primary sources on the development of ancient and medieval societies across the world through class discussions and written assignments.
2. Students will be able to analyze and clearly explain the argument, main points, and use of evidence in secondary sources, through class discussion and written assignments.
3. Students will be able to analyze the historical experiences and interactions among diverse groups and cultures pre-modern global history, and interpret connections between localized events and their global contexts, through discussion, essays, and exams.

HISTORICAL METHOD: This course will touch on texts and issues that may be important to you on a personal level for a variety of reasons. Still, you will need to bear in mind that this course adopts a historical approach to its subject matter. You should be prepared to subject all the materials we will be studying in this course (including Hindu, Buddhist, Jewish, Christian, and Muslim sources) to historical investigation using the full range of academic tools available. Special emphasis will be placed on the careful and critical use of historical texts and artifacts (coins, statues, buildings, and images). But it will also be our job to assess critically the interpretations that the scholars we are reading have offered of these sources.

FORMAT OF THE CLASS: The format of the class is a lecture, but it requires active engagement; questions should be raised and answered by the entire class. But, ultimately, much of the work of the course will be accomplished when you are sitting down alone doing the reading and writing assignments. Reading and writing assignments are designed both to provide basic information about ancient and medieval global history and culture and to introduce problems of interpretation and analysis.

REQUIRED TEXTS: FOR PURCHASE AT ASUN

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Version 1.0 [10/18/2016]  **Syllabus subject to Revision**
WEB  | Links to other primary sources on the course website (webcampus)

**COURSE WORK**

*Reading assignments:* There are approximately 40-80 pages of reading each week, spread out over two class meetings. Please be sure to complete the assigned readings **before** class. Read actively, outline the material, prepare questions (especially about the primary sources), and notice when the readings offer differing interpretations and emphases or when the lectures present a point of view that seems to disagree with the readings.

- **Primary sources** are sources (texts, archaeological and artistic artifacts, etc.) from the time period that we are studying. These sources form the basis for empirical study of the past. When reading primary sources, be aware that despite their relative brevity, preparing them takes time. Understanding source material is a matter of interpretation and contextualization, and **you must spend some time thinking about them before class.** Your active participation in interpreting primary sources is a key component of this course.

- **Secondary scholarship,** by contrast, refers to the writings of modern scholars about the past; in this case, it is both lectures and your textbook. This distinction is quite clear when we are studying antiquity: for example, you won’t mistake the writings of Mencius or Aristotle for a scholarly book written in the year 2016. However, keep in mind that modern scholars themselves live “in history”; their ideas and words are themselves shaped by history. Just as we need to study Mencius or Aristotle through a critical lens, so, too, we need to read modern scholarship with great attention to its assumptions, tendencies, and even prejudices.

*Written and graded work:*

- **MIDTERM EXAMS:** There will be one mid-term exam. This exam may include True–False questions, identifications, maps, and essay questions.

- **WEEKLY QUIZES, MAP QUIZ, TEXT EXPLICATION QUIZ and POP QUIZZES:** There will be 8 weekly quizzes; there will also be one short text explication quiz during the second week of class and maps quiz during the third week and 2 pop reading quizzes.

- **PAPER:** There will be a 2000-2500 word paper due the of December. You **must** include a word count on the front/cover page.

- **FINAL EXAM:** The final exam follows the format of the midterm exams, but includes 1 cumulative short-essay question.

**THE NUTS AND BOLTS**

**COURSE POLICIES ON GRADING**

Class attendance is essential to success in this course. Because we will be covering a large sweep of history in a short time, and because the ability to identify trends at work in different periods of European and western history is central to the course, absences will seriously impede your understanding of the material, and will be clearly reflected in your work on the mid-terms and paper.

Because of the nature of the course, you must inform the instructor at least 6 hours in advance if you will be unable to attend a mid-term or the quiz. This **must** come with a legitimate reason.

Late work cannot be accepted, except in the case of a documented medical emergency.

Finally, to get the most out of the course, you should participate in it actively. Your observations and questions will often help clarify difficult points for the rest of the class.

**The following is the formal grading break-down for this course:**

- Map Quiz and Text Explication Quiz = **5%**
- 8 Weekly Quizzes and 2 Pop quizzes = 25%
- Midterm = 20%
- Paper = 30%
- Final = 20%

Late work will be accepted only with prior permission; make-up tests will also require prior permission. No passing grade will be given to students who do not take all tests or complete all written assignments.

Final course grades will be assigned according to the following scale: 100–93=A, 92–90=A-, 89–87=B+, 86–83=B, 82–80=B-, 79–77=C+, 76–73=C, 72–70=C-, 69–60=D, 59–0=F.
Passed/Not passed: Passed = 70% or above

STATEMENT CONCERNING ACADEMIC STANDARDS
Academic dishonesty will be dealt with as severely as possible. Cheating will not be tolerated: Cheating, plagiarism or otherwise obtaining grades under false pretenses constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student’s enrollment without a grade, giving an F for the course. You are responsible for doing your own work, and for knowing all University policies concerning cheating, plagiarism, and other forms of academic dishonesty. In accordance with the policies of UNR, I will report violations to the Office of the Dean of Students, which is charged with responding when students are accused of committing a violation of the academic dishonesty policy. At the very least, students found guilty of academic dishonesty will fail this course.

Definition of scholastic dishonesty:
Scholastic dishonesty is any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student’s own work. Scholastic dishonesty includes (but is not limited to) cheating on assignments or examinations; plagiarizing (misrepresenting as one’s own anything done by another); engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned; obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing records of academic achievement; depriving another of necessary course materials or sabotaging another’s work.

If you have any questions or doubts about specific cases of documentation or citation, please ask me.
If you have general questions about what constitutes scholastic dishonesty or wish to review the University policy, see the UNR guidelines at: http://www.unr.edu/sjmas/Academicstandards1.htm

OTHER INFORMATION, RULES AND GUIDELINES
1. IN-CLASS BEHAVIOR: Please respect the institution and your part in it; the expectation is that you will be a mature and active participant; please respect your peers; respect their questions and concerns.

2. IN-CLASS TECHNOLOGY USE: Please turn off your phone for the duration of lecture. Being able to instantly respond to tweets, texts, BBMs, Google+ and facebook updates is a luxury. It was not possible in the ancient and medieval world, and will not be possible during lecture. It is a distraction to all, and you will be asked to leave the class if you violate this rule. If your phone rings during class, I reserve the right to answer it. If you are surfing the web during class, you distract you classmates, and you will be asked to close your computer.
3. E-MAIL CORRESPONDENCE AND ETIQUETTE: Please make sure you identify yourself and the course you are in when you send an email to any instructor, as well as the proper salutations. For example, “Dear Dr./Prof. Schoolman: this is Ibn Fadlan from History 208. I was wondering why history in so wonderful?”

4. OFFICE HOURS: My office hours exist for your benefit. Please feel free drop by any time I during the posted hours or contact me to arrange a time outside of my fixed hours.

5. WRITING: There are a number of fantastic resources available to you including the Tutoring Center (775) 784-6801 and University Writing Center (775) 784-6030. These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

6. STUDENTS WITH DISABILITIES: The University of Nevada, Reno is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. Any student with a disability needing academic adjustments or accommodations is requested to speak with the Disability Resource Center (Pennington Student Achievement, Ste. 230) as soon as possible to arrange for appropriate accommodations.

7. EXAMS: The best way to study for exams in to review your notes from class and go over the readings we have done. I will not post study-guides, id-lists, or any other material. The creation of such is your responsibility. I will talk about the format of the exam.

8. MISSED LECTURE: Please see above. If you don’t have a very good reason to write, then elect not to. No professor likes to read: “Yo professor – sorry I missed class, my alarm didn’t go off/I was *sick*/I fell at work/my dog died/I was caught in an avalanche. What did I miss?”

9. READING ASSIGNMENTS: Do you have to do all the reading? You bet! (But some of it at least is fun... I hope) We have a lot to cover, and it would be prudent to stay ahead and on top of the work. I will often ask questions about or discuss the primary sources. If you have not read them, the discussion ceases to have meaning. And the readings will be on the midterms.

10. ON-LINE SOURCES: “I didn’t do the readings, but I looked up ______________ on Wikipedia. Will I be ok for class?” While the web is a wonderful mystery stew, it is exactly that. A stew. With mystery ‘ingredients.’ If you have a particular interest, or want to follow up on a primary source, either contact me or a librarian in the knowledge center. This is especially true for the final paper. Please use ONLY scholarly sources for this assignment in particular. If you have a question on something, please let me know.

11. AUDIO AND VIDEO RECORDING: Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

12. COURSE OUTLOOK: I believe that the foundations of global history are crucial for understanding the world today. Over the course of three millennia, societies emerged with drastically different perspectives on all aspects of their reality. Their outlook, their prose, and their poetry is a savvy as anything produced in the last century, but there is much we do not, and cannot know. We must keep in mind their limitations, and our own, as we make our way through their world.
## Course Syllabus

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<tr>
<th>Coverage</th>
<th>Readings and Assignments</th>
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| **Week 1-1**  
Introduction and Benchmarks | • Read the syllabus, review WebCampus, purchase all the required books  
• R “Cooking up Bigger Brains” pp. 21-25 |
| **Week 1-2**  
Becoming Human |  
*** Quiz 1 ***  
• T, “Becoming Human” pp. 3-38  
• R “Finding Lucy” pp. 1-12  
• R “What Foraging Hadza Grandmothers Suggest about Homo Erectus” pp. 17-20  
• R “What Happened to Neanderthals” pp. 26-31 |
| **Week 2-1**  
Rivers Cities and First States |  
• T “Rivers Cities and First States” pp. 45-77 |
| **Week 2-2**  
Rivers Cities and First States |  
***Text Explication Quiz***  
• R “Mencius, On the Legendary Sage Kings” pp. 38-40  
• R “Curse of Agade” pp. 41-45  
• R “Ptah-Hotep, Precepts” pp. 46-49  
• R “Lament for Ur” pp. 57-61 |
| **Week 3-1**  
Nomads and Territorial States |  
• T “Nomads, Territorial States and Microsocieties” pp. 83-113 |
| **Week 3-2**  
Nomads and Territorial States |  
***Map Quiz***  
• R “Code of Hammurapi” pp. 83-86  
• R “Amarna Letters” pp. 89-91  
• R “Shang Dynasty Oracle Bones” pp. 96-99  
• R “Catalog of the Greek Ships that Sailed to Troy” pp. 99-105 |
| **Week 4-1**  
First Empires and Common Cultures in Afro-Eurasia |  
• T “First Empires and Common Cultures in Afro-Eurasia” pp. 121-151 |
| **Week 4-2**  
First Empires and Common Cultures in Afro-Eurasia |  
*** Quiz 2 ***  
• R “Rig Veda” pp. 107-109  
• R “Upanishads” pp. 109-111  
• R “Herodotus, Persians Debate Governance” pp. 120-122  
• R “Guanzi, How to Rule” pp. 129-132 |
| **Week 5-1**  
Worlds Turned Inside Out |  
• T “Worlds Turned Inside Out” pp. 159-189 |
| Week 5-2 | *** Quiz 3 ***
| Worlds Turned Inside Out | - **R**: Chapter 5, pp. 133-148 |

| Week 6-1 | *** Quiz 4 ***
| Shrinking the Afro-Eurasian World | - **T**: “Shrinking the Afro-Eurasian World” pp. 197-232 |

| Week 6-2 | *** Quiz 4 ***
| Shrinking the Afro-Eurasian World | - **R**: “Arthashastra, Duties of a King” pp. 153-156
- **R**: “Asoka, Three Edicts” pp. 159-162
- **R**: “Arrian, Alexander Adopts Persian Ways” pp. 162-166
- **R**: “1 Maccabees, Resisting Hellenism” pp. 171-177 |

| Week 7-1 | A History in Two Fruits: Dates and Olives | - Readings on Early Agriculture [WEB] |

| Week 7-2 | Review | - Please review all of the primary sources assigned up to this point in the semester; bring questions to class |

| Week 8-1 | ***Midterm Part I: Test Questions *** |

| Week 8-2 | ***Midterm Part II: Essay Questions *** |

| Week 9-1 | Han Dynasty China and Imperial Rome | - **T**: “Han Dynasty China and Imperial Rome” pp. 233-261 |

| Week 9-2 | *** Quiz 5 ***
| Han Dynasty China and Imperial Rome | - **R**: Chapter 7, pp. 183-204 |

| Week 10-1 | Rise of Universal Religions | - **T**: “Rise of Universal Religions” pp. 267-297 |

| Week 10-2 | *** Quiz 6 ***
- **R**: “Taming Frontier Deities in China” pp. 221-226
- **R**: “Han Yu, Memorial on the Bone of Buddha” pp. 226-239
- Maya Religious Practices [WEB] |

| Week 11-1 | New Empires and Common Cultures | - **T**: “New Empires and Common Cultures” pp. 303-335 |

| Week 11-2 | *** Quiz 7 ***
| New Empires and Common Cultures | - **R**: Chapter 9, pp. 230-255 |

<p>| Week 12-1 | Becoming “The World” | - <strong>T</strong>: “Becoming ‘The World’” pp. 341-376 |</p>
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<td>• R: Chapter 10, pp. 256-281</td>
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<td>• Peopling Oceana: Rise of the Polynesians [WEB]</td>
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<th>Week 13-1</th>
<th>Uncovering the Globe</th>
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<td>• Marco Polo, Il Millione [WEB]</td>
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<th>Week 13-2</th>
<th>Uncovering the Globe</th>
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<td>• Chinese Merchant Exploration [WEB]</td>
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<th>Week 14-1</th>
<th>A History in Two Fruits: Grapes and Citrus</th>
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<td>• Readings on Medieval Agriculture and Trade [WEB]</td>
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<th>Week 14-2</th>
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<td>*** Thanksgiving – No Class ***</td>
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<td><strong>FINAL PAPER DUE</strong></td>
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<td>• T “Crisis and Recovery” pp. 383-413</td>
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<th>Week 15-2</th>
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<td>• R “The Ordinance of Laborers” pp. 300-304</td>
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<td>• R “Ibn Battuta, Visit to Mombasa” pp. 304-307</td>
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<td>• R “Leo Africanus, On Timbuktu” pp. 310-312</td>
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<td>• R “Bernal Diaz, A Spanish view of Tenochtitlan” pp. 312-315</td>
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<td>• The Aztec Worldview [WEB]</td>
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<th>Week 16-1</th>
<th>Final Review</th>
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<td>• Please review all of the primary sources assigned up to this point in the semester; bring questions to class</td>
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FINAL EXAM