Maurice P. Brungardt

Global History I (HIST-T122)

HIST-T122-003  Spring 2020
MWF: 1:30-2:20 p.m.  Classroom Bobet 212
Office: Bobet 423 (telephone 504-865-3539; e-mail brungard@loyno.edu)
Office Hours: MWF 2:30-3:20, and by appointment

DESCRIPTION: This core curriculum course provides a universal perspective on the development of humanity and illuminates the forces that have shaped our world down to 1600. Emphasis is given over to learning the basic concepts, chronology, structures, and patterns of change among the major civilizations of the world down to the end of the 17th century. Where appropriate, and within the given time constraints of one semester, focus is on their main religious, social, economic, political, and cultural values, structures, and institutions that have been fundamental in the formation of the major individual civilizations within the global village we now live in. This course along with its companion Global History II since 1492 attempt to provide an overview and basic knowledge of humanity's development that will serve as the point of departure for all of a student's course work in any of Loyola's four-year undergraduate degree programs.

GRADES: Loyola's final letter grades are: F, D, D+, C-, C, C+, B-, B, B+, A-, and A, and in this course they can be averaged by using the numbers 0 through 10 and/or the numbers 0 through 100 as follows:

A = 96-100% = 10  B- = 84-86 = 6  D+ = 73-74 = 2
A- = 93-95 = 9  C+ = 81-83 = 5  D = 70-72 = 1
B+ = 90-92 = 8  C = 78-80 = 4  F = 0-69 = 0
B = 87-89 = 7  C- = 75-77 = 3

Your final grade is divided equally among your quizzes, discussions, and final exam so that 1/3 (33%) of your final grade comes from each of the following three items, your quizzes, discussions, and final exam.

Quizzes (1/3 of final grade) **No one is allowed to use their cell phone while quizzes are being taken!** Ordinarily at the beginning of every class, promptly at 9:30 there will be a quiz that will be worth at least ten points, sometimes more, so that bonus points will carry over for those quizzes where you do poorly. There will be approximately 37 quizzes as we work our way through the semester and through the MWF scheduled classes, each one keyed to the assigned reading and/or activity for that day. Five of these 37 quizzes will be dropped and will not count against you although if you attended class on that day and did score any points, those points will carry over and will be included in your total points scored. There is an inherent advantage for those who do attend class regularly. If you took all 37 quizzes and scored 10 on each one of them, you would have a total of 370 points, which when divided by 32--since five quizzes are dropped—would give you 10.57 or 105% or an A for a grade for your quizzes. Nevertheless, no one always scores
10 or more on every quiz and you will need some bonus points from time to time to up your point total.

Your in-class quizzes test your reading and understanding of the assignment from the textbook for that day’s class that is listed in your syllabus under the course calendar. Quizzes might include a **Key Term** which needs to be identified as to what it is—an individual, book, political movement, place, and so on—where it is, its time period or chronology, and most importantly why it is significant. Another quiz might be in the form of an essay question on the **Major Global Developments** isolated at the end of each chapter in your textbook or **Focus Questions** at the beginning of each of chapter or a **Backstory** that reconnects with earlier chapters supposedly already read by you so that you can reconnect what you have already read in the new chapter. Your textbook has fifteen chapters. Some of your quizzes will have a map component as part of your quiz. History at the very least is always three-dimensional, and it always has a space-time continuum. Knowing that larger context before and after give you a lot to think about as you go forward in time.

Space is the geographical context. You will be given maps of the world—from an Atlantic and a Pacific Ocean perspective—as well as the major regions of the world—Africa, Asia, the Middle East, Europe, North America, and South America. You should compare these maps with those that appear in your book for that day’s assigned reading. What important geographical boundaries or markers or cities appear? Compare your maps without place names with those that appear in your textbook for that day’s assigned reading and be prepared to locate correctly place names such as the Nile River, the Alps, the Black Sea, Rome, the Gobi Desert, and the Canary Islands on these maps without place names. Cities, rivers, oceans, seas, mountain ranges, deserts, savannas, plains, and highlands often hinder or facilitate travel, expansion, or defense and are key points of departure for understanding the past and the future. If you do not know where you are in this space-ship earth, you are lost.

Chronology is an equally important part of the space-time continuum and you should be able locate history within its proper chronological context so that you have a point of departure for what went before and what comes afterwards. Whether you use B.C.E./C.E. (Before-the-Common Era/Common Era) or the Eurocentric B.C./A.D. (Before Christ/Anno Domini), you should reference historical explanation with an appropriate quantifiable measure of its approximate date.

**Discussion:** (1/3 of final grade) grade determined by participation and especially by the quality and relevance of the remarks made. I will throw questions out to the class, and if your hand goes up, I will probably call on you, so do participate. Participation does not necessarily mean you answered correctly although it does suggest you are trying. Eventually I will call on you even if you do not participate. Students usually respond correctly or incorrectly to factual questions. Students who are able to take these "correct answers" as building blocks or starting points and 1) cite analogous situations, 2) offer appropriate criticism of the comparisons made, and 3) synthesize the question at hand have gone a long way to mastering the art of discussion and will be rewarded accordingly with a higher grade. Synthesis by definition includes an ever-increasing hierarchy of correct response, analogy, and criticism. Synthesis is the culmination.
Correct responses are made up of self-evident facts, dates, chronology, events, personages, and sequences of events that can be clearly established from the assigned readings. Especially important are the issues that are reviewed at the beginning and end of each of your fifteen chapters; a “Backstory,” “Focus Questions,” “Major Global Developments,” “Key Terms,” “Chapter Overview Questions,” and “Making Connections” are important steps in reviewing and organizing what you have read so that you do well on your quizzes. Over time hopefully the self-evident “facts” or “correct responses" based on your reading and interaction with your textbook’s chapter summaries and chapter review questions offer a starting point with which a student can make comparisons or analogies with what the student already knows. This provides linkage with a larger construct that the student can then subject to criticism and analysis. After a certain amount of reflection, appropriate conclusions can be drawn. This synthesis provides nuance, depth, and dynamic explanation to the larger issue.

Your goal is to think outside the box. You must challenge standard assumptions and accepted conclusions, so that in your own journey through life, you are never boxed in and caught short without recourse. An understanding of the past offers many clues for dealing effectively with what will come in the future. And understanding the past in addition to its utility for survival offers its own intellectual rewards.

**Final Exam** (1/3 of final grade). The final exam is divided into four parts, each one worth 25% of the final exam grade. Parts I & II each will have eight “Key Terms” of which you will answer four of the eight. Parts III & IV each will have three essay questions of which you will answer one. Final Exam is Friday, 11:30-1:30, May 1, 2020, Bobet 212


**Blank Maps without place names:** Handed out the first day of class — maps of the World from an Atlantic and a Pacific Ocean perspective—as well as the major regions of the world--Africa, Asia, the Middle East, Europe, North America, and South America. You should compare these maps with those that appear in your book for that day’s assigned reading. What important geographical boundaries—seas, oceans, mountain ranges, rivers, islands—or markers or cities appear? Compare your maps without place names with those that appear in your textbook and be prepared to locate a place name correctly on the blank map that will appear from time to time as part of the quizzes.

Any student with questions about the course ordinarily will find me in my office, Bobet 424, 8:30-9:20 MWF and 2:30-3:30 on Wednesdays, and I am always available on the Internet at brungard@loyno.edu and by way of which you can schedule an appointment.
Course Calendar

Part 1: The Ancient World, from Human Origins to 500 C.E.
M 01-06 Introduction to World Civilizations (Global History) to 1650

1 Peopling the World, to 4000 B.C.E. (pp. 1-41)
W 01-08 (pp. 1-17) Evolution of the Human Species, Backstory, Focus Questions, Overview Questions, Maps 1-1, 1-2, Key Terms (hominid, hominin, Homo erectus, Homo sapiens.)
F 01-10 (pp. 17-23) Paleolithic Food Gatherers, 2,000,000-9000 B.C.E., GP, KTs, RQs, Maps 1-2 & 3
M 01-13 (pp. 23-34) The First Neolithic Farmers 9000-4000 B.C.E., KTs, RQs, Maps 1-3
W 01-15 (pp. 34-41) Counterpoint: Gatherer-Hunters by Choice: Aborigines of Australia, KTs, Maps 1-4

2 Temples & Palaces: Birth of the City 5000-1200 B.C.E. (pp. 42-77)
F 01-17 (pp. 42-57) Origins of Urban Society: Mesopotamia, 5000-3200 B.C.E., Global Perspective, KTs, RQs, backstory, Overview and Focus Questions, The First Cities 3200-1600 B.C.E., Maps 2-1 & 2-2.
M 01-20 Martin Luther King Jr’s Birthday Holiday.
W 01-22 (pp. 56-77) City Life & Learning, KTs, RQs, Maps 2-1, 2-2, 2-3, 2-4 and “Why did ancient peoples develop writing systems?” Why did The First International Order 1600-1200 B.C.E. rise and fall? Describe the New Culture of Statehood. Review of Major Global Development in this Chapter? Key Terms. Chapter Overview Questions? And Making Connections.

3 Settlers & Migrants: The Creation of States in Asia 5000-500 B.C.E. (pp. 78-115)
F 01-24 (pp. 78-100) Early Agricultural Societies of South & East Asia 5000-1000 B.C.E., Maps 3-1, 3-2, 3-3 The Indo-Europeans 3000-1000 B.C.E., India’s Vedic Age 1500-500 B.C.E.
M 01-27 (pp. 100-115) The Early Chinese Dynasties 2000-771 B.C. E.KTs, RQs, Maps 3-4, 3-5. Counterpoint: The Oxus People: A Short-Lived Culture in Central Asia 2100-1700 B.C.E.

4 Empire & Resistance in the Mediterranean 1550-330 B.C.E. (pp.116-153)
W 01-29 (pp. 116-136) Imperial Egypt & Nubia, 1550 B.C.E.-350 C.E. & Rise & Fall of the Assyrian Empire 900-612 B.C.E. Global Persp., KTs, RQs, Maps 4-1, 4-2
F 01-31 (pp. 136-153) The Persian Empire 550-330 B.C.E.; On the Edge of Empire; The People of Ancient Greece 800-500 B.C.E.; Struggle Between Persia & Greece 500-479 B.C.E.; Maps 4-3, 4-4, 4-5 & 4-6
5 Peoples & World Empires of Eurasia 500 B.C.E.-500 C.E. (pp. 154-191)
M 02-03 (pp. 154-166) India: Thinkers, Traders, and Courtly Cultures, 500 B.C.E.-500 C.E., Global Perspective, KTIs, RQs, Maps 5-1 & 2
W 02-05 (pp. 167-175) China’s First Empires: The Qin and Han Dynasties 221 B.C.E.-220 C.E. Global Perspective, KTIs, RQs, Maps 5-3
F 02-07 (pp. 176-184) Greece: Intellectuals & Innovators 500-30 B.C.E. & Hellenism: The Expansion of Greek Ideals & Institutions 323-30 B.C.E. Global Perspective, KTIs, RQs, Maps 5-4
M 02-10 (pp. 184-191) Counterpoint: The Celtic Peoples of the Atlantic Zone (c. 600-100 B.C.E.) Global Perspective, RQs, Maps 5-5

6 The Unification of Western Eurasia 500 B.C.E.—500 C.E. (pp. 192-225)
W 02-12 (pp. 192-201) Rome: A Republican Center of Power, 500-27 B.C.E. Backstory, Global Perspectives, Overview & Focus Questions, KTIs, RQs, Maps 6-1
F 02-14 (pp. 201-210) Rome: The Empire, 27 B.C.E.-212 C.E. Global Perspectives, Overview & Focus Questions, KTIs, RQs, Maps 6-2
M 02-17 (pp. 210-225) Christianity: From Jewish Sect to Imperial Religion & Transformation of the Roman Empire, 200-500 C.E. & Counterpoint: Rome’s Iranian Rivals in the Middle East. Global Perspectives, Overview & Focus Questions, KTIs, RQs, Maps 6-3

7 Reading the Unwritten Record: Peoples of Africa, the Americas, & the Pacific Islands 3000 B.C.E.-500 C.E. (pp. 226-259)
W 02-19 (pp. 226-250) Peoples of Sub-Saharan Africa & Peoples of the Americas. Backstory, Global Perspectives, Overview & Focus Questions, KTIs, RQs, Maps 7-1, 7-2, 7-3
F 02-21 (pp. 250-259) Peoples of the Pacific Islands & Counterpoint: The Voiced and Voiceless in Ancient Literate Societies. Global Perspectives, Overview & Focus Questions, KTIs, RQs, Maps 7-4

MARDI GRAS HOLIDAYS FEBRUARY 24-28, 2020
M 02-24 Mardi Gras Holiday
W 02-26 Mardi Gras Holiday
F 02-28 Mardi Gras Holiday

Part 2: Crossroads and Cultures 500-1450 C.E.
(pp.260-525)
8 The Worlds of Christianity & Islam 400-1000 (pp. 264-301)
M 03-02 (pp. 264-284) Multiple Christianities, 400-850 & Social & Political Renewal in the Post-Roman World, 400-850, Backstory, Global Perspectives, Overview & Focus Questions, KTIs, RQs, Maps 8-1, 8-2
W 03-04 (pp. 285-301) The Rise & Spread of Islam 610-750 & From Unified Caliphate to Islamic Commonwealth, 750-1000 & Counterpoint: The Norse Vikings: The New Barbarians. Global Perspectives, Overview & Focus Questions, KTIs, RQs, Maps 8-3, 8-4
F 03-06
9 Religion & Cross-Cultural Exchange in Asia 400-1000 (pp. 302-337)
M 03-09 (pp. 302-319) Steppe Peoples & Settled Societies of Central Asia & The Shaping of East Asia, Backstory, Global Perspectives, Overview & Focus Questions, KT, RQ, Maps 9-1, 9-2

10 Societies & Networks in the Americas & the Pacific 300-1200 (pp. 338-375)
F 03-13 (pp. 338-359) The Classical Age of Mesoamerica and Its Aftermath & City and State Building in the Andean Region, Backstory, Global Perspectives, Overview & Focus Questions, KT, RQ, Maps 10-1, 10-2
M 03-16 (pp. 359-375) Agrarian Societies in North America & Habitat & Adaptation in the Pacific Islands & Counterpoint: Social Complexity in Bougainville, Global Perspectives, Overview & Focus Questions, KT, RQ, Maps 10-3, 10-4

11 The Rise of Commerce in Afro-Eurasia 900-1200 (pp. 376-413)
W 03-18 (pp. 376-393) Agricultural Innovation & Diffusion & Industrial Growth & the Money Economy, Backstory, Global Perspectives, Overview & Focus Questions, KT, RQ, Maps 11-1
F 03-20 (pp. 393-413) Merchants & Trade Networks in Afro-Eurasia & Counterpoint: Production, Tribute, & Trade in the Hawaiian Islands, Global Perspectives, Overview & Focus Questions, KT, RQ, Maps 11-2, 11-3

12 Centers of Learning & the Transmission of Culture 900-1300 (pp. 414-451)
M 03-23 (pp. 414-433) Church & Universities in Latin Christendom & Students & Scholars in Islamic Societies, Backstory, Global Perspectives, Overview & Focus Questions, KT, RQ, Maps 12-1, 12-2
W 03-25 (pp. 433-451) The Cosmopolitan & Vernacular Realms in India & Southeast Asia; Learning, Schools, & Print Culture in East Asia; Counterpoint: Writing & Political Power in Mesoamerica, Global Perspectives, Overview & Focus Questions, KT, RQ, Maps 12-3, 12-4

13 Crusaders, Mongols, and Eurasian Integration 1050-1350 (pp. 452-487)
F 03-27 (pp. 452-469) The Crusades & the Imperial Papacy, 1050-1350 & The Making of Christian Europe, 1100-1350, backstory, Global Perspectives, Overview & Focus Questions, KT, RQ, Maps 13-1, 13-2
14 Collapse and Revival in Afro-Eurasia 1300-1450 (pp. 488-525)
W 04-01 (pp. 488-501) Fourteenth-Century Crisis & Renewal, Backstory, Global Perspective, KT's, RQ's, Maps 14-1, 14-2, 14-3
F 04-03 (pp. 501-509) Islam’s New Frontiers, Global Perspectives, KT's, RQ's, Map 14-4
M 04-06 (pp. 509-525) The Global Bazar & Counterpoint: Age of the Samurai in Japan 1185-1450, Counterpoint, Global Perspectives, KT's, RQ's
W 04-08

EASTER HOLIDAYS, APRIL 9-APRIL 13, 2020
F 04-10 Easter Holiday
M 04-13 Easter Holiday

Part 3: The Early Modern World, 1450-1530

15 Empires and Alternatives in the Americas, 1430-1530 (pp. 526-565)
W 04-15 (pp. 530-537) Many Native Americans, Backstory, Global Perspectives, KT's, RQ's, Maps 15-1
F 04-17 (pp. 537-548) Tributes of Blood: The Aztec Empire 1325-1521, Global Perspectives, KT's, RQ's, Map 15-2
M 04-20 (pp. 548-560) Tributes of Sweat: The Inca Empire 1430-1532, Global Perspectives, KT's, RQ's, Maps 15-3
W 04-22 (pp. 560-565) Counterpoint: The Peoples of North America’s Eastern Woodlands 1450-1530, Counterpoint, Global Perspectives, KT's, RQ's, Maps 15-4
F 04-24
M 04-27
W 04-29 Last Day of Classes

Final Exam, Wednesday, 9-11 a.m., May 6, 2020, Bobet 212