Global History to 1650

This Common Curriculum course surveys Global History from the formation of earliest human societies to the formation of the European state system in the aftermath of thirty years of religious wars in Europe and the signing of the Westphalia Peace Treaty (1648). We will study how different groups of people interacted with their environments, with each other, and with other groups and how throughout this very long period diverse forms of political, social and cultural structures and values evolved. The change, plurality and contentions of our connected world are the central themes of the course. The course looks upon the world history from perspective of the longue durée. We reconstruct a part of this history, not only to present an account of our collective past, but also with the goal of tracing its legacy in our present and future. We treat history as living phenomena.

Expected Student Learning Outcomes:

- Students will be knowledgeable of major developments of world history and the principal forces of change and adaptation that have marked our social, economic, cultural, religious, intellectual, and political life. In short, what are the major processes that have shaped the world?
- Students will develop a strong understanding of the spatial and chronological organization of human history and will be able to make historical analogies and synthesize historical events by making connections among different societies or time periods.
- Students will overturn assumptions that our present ways of life are somehow “natural” or “normal,” allowing students to judge questions about their own societies and their own role within those societies from a broad perspective that considers the whole of human experience across time and space.
- Students will be able to understand the concept of relational multiple causation and how it undergirds the development of historical analyses and serves as the basis for how historians “think critically.”
- Students will be able to read, write, discuss, and think critically about the overarching questions of history from global perspective: “What is history? What is culture? What is civilization? What is humanity? And how have they changed over time?”
- Students will understand that “historians make history” using historiographical methods of interpretation. Historical evidence can be subject to different approaches and interpretations that can change over time in response to contemporary social, intellectual, and cultural trends. All require critical assessment.
- Students will understand that a historical source can be primary, secondary, or both and will show proficiency in the critical reading of them and develop skills in historical argumations, writing and oral presentations.
- Thinking critically about history should inform just action in the present and is part of the essence of a Jesuit education.

The course is organized into four broad historical periods, each characterizing the major trends of its developments:

**Pre-history-to-500 B.C.E.:**
From the Evolution of Homo Sapiens to the Formation of Early Complex Societies

**From 500 B.C.E.-to-500 C.E.:**
The Formation of Classical Societies

**From 500 to 1000 C.E.:**
The Postclassical Era
**From 1000, to 1650 C.E.:**
The Acceleration of Interactions and Gradual European Supremacy

Readings:

Retail Price. The 5th edition of the book is ridiculously expensive ($164.25). The bookstore provides different options (used and rental books): [https://www.bkstr.com/webapp/wcs/stores/servlet/CourseMaterialsResultsView?catalogId=10001&categoryId=9604&storeId=108404&langId=-1&programId=2470&termId=100028087&divisionDisplayName=%20&departmentDisplayName=HIST&courseDisplayName=T%20122&sectionDisplayName=014&demoKey=null&purpose=browse](https://www.bkstr.com/webapp/wcs/stores/servlet/CourseMaterialsResultsView?catalogId=10001&categoryId=9604&storeId=108404&langId=-1&programId=2470&termId=100028087&divisionDisplayName=%20&departmentDisplayName=HIST&courseDisplayName=T%20122&sectionDisplayName=014&demoKey=null&purpose=browse)

The older versions of the books, for example the fourth edition (2009) and/or the third edition (2006), are substantially cheaper. You can purchase them, yet since the page numbers and assignments are based on the 5th edition, you are responsible to find the relevant page numbers and acquire the missing material. I will leave a copy of the book at the library reserve under my name.

The other readings are chosen from the following book and will be available through the course Blackboard (marked Blackboard* in the schedule below).


The primary sources are chosen from the textbook and different websites (their URL addresses are provided below). The change, plurality, contentions, diversity and plurality of our connected world are the central themes of the course. We reconstruct a part of this history, not only to present an account of our collective past, but also with the goal of tracing its legacy in our present and future. The course also provides training grounds for making concise and clear argumentation through class discussions, written assignments and oral presentations with the use of primary sources and textbooks. The class is not based only on the lecture format but also students’ discussions and presentations. **Having a clicker in this class is a must.**

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**Equipments:** Clicker classroom response system (available at the Loyola Bookstore).

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**Classes:**

**Tuesday, January 7**

**Introduction**
What is History?
What are we studying?
How do we study it?
How to read?

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

**Thursday, January 9**

**Formation of Human Society** (Chapter 1)
Bentley & Ziegler (pp. 2-23)

**Tuesday, January 14**

**Mesopotamia and Beyond** (Chapter 2)
Bentley & Ziegler (pp. 24-47)

**How to read primary sources?**
Thursday, January 16

**Mesopotamia and Beyond—Analysis of Documents**
Bentley & Ziegler (pp. 24-47)

http://public.wsu.edu/~wldciv/world_civ_reader/world_civ_reader_1/hammurabi.html
http://www.fordham.edu/halsall/ancient/2200akkad-father.html

Sources from the past--Bentley & Ziegler (p. 36, p. 41)

Tuesday, January 21

**African Societies** (Chapter 3)
Bentley & Ziegler (pp. 48-69)

*Discussion topic: Bentley & Ziegler (p. 55)*

Thursday, January 23

**Early Society in South Asia** (Chapter 4)
Bentley & Ziegler (pp. 70-85)

*Discussion topic: Bentley & Ziegler (p. 83)*

Tuesday, January 28

**Early Society in East Asia** (Chapter 5) – *Analysis of Documents*
Bentley & Ziegler (pp. 86-105)

Sources from the past--Bentley & Ziegler (p. 96, p. 98)
*The Art of War* (Only the first three pages) - [Blackboard*]

Thursday, January 30

**Americas and Oceania** (Chapter 6)
Bentley & Ziegler (pp. 106-125)

*Discussion topic: The period in retrospective; Bentley & Ziegler (pp. 126-127)*

**Part 2: The Formation of Classical Societies, 500 B.C.E. to 500 C.E.**

Tuesday, February 4

**The Persian Empires and Society** (Chapter 7)
Bentley & Ziegler (pp. 128-147)

*Religion and Empire: class discussion*

Thursday, February 6

**The Unification of China** (Chapter 8)
Bentley & Ziegler (pp. 148-167)

Tuesday, February 11

**State, Society, and the Quest for Salvation in India** (Chapter 9)
Bentley & Ziegler (pp. 168--186)

*Discussion Topic: Bentley & Ziegler (p. 180)*

Thursday, February 13

**The Greek Mediterranean** (Chapter 10)—*Analysis of Documents*
Bentley & Ziegler (pp. 188-209)
Sources from the past--Bentley & Ziegler (p. 205)
http://www.fordham.edu/halsall/ancient/plato-republic-philosopherking.html

Tuesday, February 18

The Roman Mediterranean (Chapters 11)
Bentley & Ziegler (pp. 210-230)

Discussion Topic: The period in retrospective; Bentley & Ziegler (pp. 229-230)

Thursday, February 20

Review for the Midterm Exam

Tuesday, February 25

The Midterm Exam – Bring Blue or Green book(s)

Part 3: The Postclassical Era, 500 to 1000 C.E.

Thursday, February 27

The Commonwealth of Byzantium
Bentley & Ziegler (pp. 256-257),
Bentley & Ziegler, 4e (pp. 317-341) [Blackboard*]

Tuesday, March 4

Mardi Gras — Vacation

Thursday March 6

Mardi Gras — Vacation

Tuesday, March 11

Islam: The Birth of a Religion and Expansion of an Empire (Chapter 13)
Bentley & Ziegler (pp. 258--279)

Discussion Topic: Islam of Today

Thursday, March 13

Islam: Empire of Faith
A PBS Documentary – To be followed by class discussion

Tuesday, March 18

The Resurgence of Empire in East Asia (Chapter 14)
Bentley & Ziegler (pp. 280-303)

Thursday, March 20

Nowruz –The Persian New Year
The Two World of Christendom (Chapter 16)
Bentley & Ziegler (pp. 326-351)

Discussion Topic: The period in retrospective; Bentley & Ziegler (pp.348, 349)

Part 4: The Acceleration of Interactions and Gradual European Supremacy
1000, to 1650 C.E.

Tuesday, March 25

Nomadic Empires and Eurasian Integration (Chapter 17)
Bentley & Ziegler (pp. 352-369)
Thursday, March 27

**Sub-Saharan-African States** (Chapter 18)
Bentley & Ziegler (pp. 370-389)

Tuesday, April 1

**Europe, Prelude to Expansion** (chapter 19)
Bentley & Ziegler (pp. 390-413)

**PEACE WEEK - THE 6TH ANNUAL STUDENTS PEACE CONFERENCE**

Thursday, April 3

**The Age of Discovery** (Chapter 22)
Bentley & Ziegler, Volume II, (pp. 462-491) Blackboard*

**Discussion Topic: Bentley & Ziegler (p. 480)**

**PEACE WEEK - THE 6TH ANNUAL STUDENTS PEACE CONFERENCE**

Tuesday, April 8

**The Islamic Empires** (Chapter 27)
Bentley & Ziegler, Volume II, (pp. 594-616) Blackboard*

Thursday, April 10

**Reformation and the European States System**
Bentley & Ziegler, Volume II, (pp. 492-508) Blackboard*

Tuesday, April 15

**Easter Vacation**

Thursday, April 17

**Easter Vacation**

Tuesday, April 22

**The Enlightenment and Early Capitalism**
Bentley & Ziegler, Volume II, (pp. 508–521) Blackboard*

**Discussion Topics: Bentley & Ziegler (p. 511, 513, 518)**

Thursday, April 24

**Life and Teachings of Ignatius Loyola** (Guest Lecturer – Fr. Leo Nicoll, SJ)
O’Neal (the entire booklet) Blackboard*

**Reflection paper** – a printed copy should be brought to the class for discussion.

Tuesday, April 29

**Review for Final**

**Final Exam: Thursday, May 8 (2-4 PM)**

**Bring Blue or Green book(s).**

**Requirements and grading:**

**Quizzes – 10% of grade**

To assure that students are reading the material, there are quizzes every session (5 questions each two points) using clickers. I will compute ten of the best quizzes towards your grade.
Analysis of Documents —10% of grade

Students are responsible to write three 1-2 page, double-spaced document analyses of the primary sources for the sessions that are indicated as Analysis of Documents in the schedule (January 16, January 28 and February 13). The first document analysis will be reviewed collectively in the classroom (January 16) and involves no grading, but the second and the third ones one (January 28 and February 13) is considered as an assignment and it will be graded. A hard copy of ALL document analyses should be brought to class for discussion and evaluation on the required sessions. The analyses should be comprehensive and comparative and point out: a) the reasons for choosing the document analyzed (there is more than one document), b) the main findings, c) an evaluation of their importance and d) at least one question for class discussion.

For an excellent guide for analyzing documents see:
http://chnm.gmu.edu/worldhistorysources/whmdocuments.html

Reflection Paper — 10% of grade

Students are required to prepare ONE 2-page, double-spaced position papers scheduled for APRIL 24. The position papers should present: 1) a discussion of the contributions and arguments of the reading or a selected topic of it; 2) critical evaluation of that issue and 3) a question for general discussion.

Presentation—10 % of grade

Each student should make an oral presentation on the topic of her or his choice of the readings after the course picks up its momentum. This presentation should be centered on discussion of a topic (not summary) and end with a question for general discussion and not exceed more than 5 minutes. To be able to accommodate all, we might need to form a group of two students for certain sessions. These presentations are based on the assigned readings and hopefully extra research. I strongly suggest the use of power point for presentations.

Participation in class discussions —10% of grade

Students’ participation in class discussions is mandatory and lack of participation will be penalized by not counting the 10% of grade.

Mid-Term exam —25% of grade

The mid-term exam will consist of identification and essay questions, as well as map quizzes. It will take place on Tuesday February 25. The exam will be based on the readings, lectures and class discussions. Students should bring green or blue books to the class.

Final exam —25% of grade

The final exam will consist of identification and essay questions, as well as map quizzes. The exam will be based on the second part of readings, lectures and class discussions and may contain document analysis. The Final exam will take place on Thursday, May 8 (2-4 PM). Students should bring green or bluebooks to the class.

Attendance:
I will take attendance in the class by reading your names from the class roster at the beginning of each session and if you are not present when attendance is taken, you will be considered absent. More than three absences without proper justifications will lower the grade by one degree.

Use of cell phones and computers:
I will ask you to leave the class if I see you using cell or smart phones in the class and will count that session as an absence. If you use it for the second time I will ask you to leave the class, and I will lower your final grade by one degree. If you want to use computers in the classroom you should ask for permission and sit in front rows.
Late Work Policy:
No late assignments will be accepted. In exceptional circumstances the assignment can be rescheduled. You must notify me within 24 hours of the missed assignment stating the reason for your absence. If the excuse is acceptable, your make-up assignment will generally be scheduled for the earliest possible time. As a rule, I discourage any make-up assignments. Recreational activity never constitutes a valid excuse.

Make-up Tests:
A rescheduled test will be given only in exceptional circumstances. You must notify me within 24 hours of the missed test stating the reason for your absence. If the excuse is acceptable, your make-up test will generally be scheduled for the next day. As a rule, make-up exams are more difficult than scheduled exams. Recreational activity never constitutes a valid excuse.

Grading Scale:

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<th>Grade</th>
<th>Percentage</th>
<th>GPA</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<td>A-</td>
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<tr>
<td>F</td>
<td>59 and below</td>
<td>0.00</td>
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Notice to Students with Disabilities:
A student with a disability who qualifies for accommodations should contact Sarah Mead Smith, Director of Disability Services at 865-2990 (Academic Resource Center, Room 405, Monroe Hall). A student wishing to receive test accommodations (e.g., extended test time) MUST provide the instructor with an official Accommodation Form from Disability Services in advance of the scheduled test date.

Where to Find Help with your Writing:
The WAC workshops are intended to help you with drafts of your assignments and essays (Bobet 100, ext. 2297.) They are extremely helpful and an excellent resource for students of all writing levels Writing Across the Curriculum assists students writing in any discipline and at any stage of the writing process—from brainstorming to revising. Students whose first language is not English, in particular, should plan to take first drafts of all their assignments to the WAC workshops. No appointments are necessary. Visit the WAC web at www.loyno.edu/wac.

In the Event of a Hurricane or Emergency Evacuation:
In the event of a hurricane or emergency evacuation, I will post announcements and assignments to Blackboard. You all need to have alternative e-mail account. Please note my alternative e-mail account: bm47@nyu.edu. Please take your textbooks and any assignments you are working on with you when you evacuate. And stay in touch!

Revision of the Syllabus:
I reserve the right to revise this syllabus at any point once this course is in progress. I will inform students of any changes as soon as possible.

“Plagiarism”—the use of another person’s ideas or wording without giving proper credit—results from the failure to document fully and accurately. Ideas and expressions of them are considered to belong to the individual who first puts them forward. Therefore, when you incorporate ideas or phrasing from any other author in your paper, whether you quote them directly or indirectly, you need to be honest and complete about indicating the source to avoid plagiarism. Whether intentional or unintentional, plagiarism can bring serious consequences, both academic, in the
form of failure or expulsion, and legal, in the form of lawsuits. Plagiarism is a violation of the ethics of the academic community.”


For more information on plagiarism and how to avoid it, go to:

http://www.indiana.edu/~wts/wts/plagiarism.html

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Excellent Online Reference Materials

http://www.bartleby.com/strunk/ (Unlimited access to the information and book on the web)
Research It (Almost everything)
Onelook (dictionaries, specialized and general)
Roget’s Internet Thesaurus
Information Please Almanac
Cambridge Biographical Encyclopedia
http://vlib.iue.it/history/index.html (WWW-VL History Central – Catalogue – European University Institute, Florence, Italy)
http://chnm.gmu.edu/worldhistorysources/whmfinding.php (A guide to one of the best online primary source archives in world history)
http://chnm.gmu.edu/worldhistorysources/framingessay1.html (How to use primary sources via the internet)
http://www.fordham.edu/halsall/index.html The *Internet History Sourcebooks* are collections of public domain and copy-permitted historical texts presented cleanly (without advertising or excessive layout) for educational use.