## HIST 2A: Introduction to World History

Welcome to the history of the ancient world! People say, “That’s ‘ancient history,’” when they think something is “no longer relevant, important, or interesting,”[[1]](#footnote-1) but that notion should not—we think! –apply to this class. We hope that, as we follow the following **themes**, you will learn to see how the ghosts of the past continue to inform our ideas about class, gender, power, and people unlike ourselves:

* What motivates **human movement** (migration, travel, trade, pilgrimage)? What are its consequences?
* **Ecology**: How have the relations of humans to other organisms (domestication, disease) and to their physical surroundings (climate) changed over time (and vice versa)?
* How have **technological innovations** affected humanity? (metals, warfare, farming, language, writing, ships)
* **Power**: What practices, concepts, and justifications for domination (imperialism, freedom, gender norms) have people used? How have human ideas about metaphysical powers (e.g., gods, demons, angels, spirits) shaped human behavior?
* **Legacies**: How does the past haunt the present?

Each unit covers a slice of time from humanity’s earliest years up to 750 CE. [[2]](#footnote-2) For every unit, we’ll be using **Tiber Island** as a home base, an island now in the middle of the city of Rome, Italy. We’ll then situate this region in a wider Afro-Eurasian and then global context. And finally we’ll look at how events or developments in each unit continue to shape the US today. We’ll use Rome’s Tiber Island as an anchor for several reasons:

* Humans have inhabited that area across the entire period this course covers.
* It is a very well-studied area, both archaeologically and historically.
* The US founders used the Roman Republic as a model for our constitution.[[3]](#footnote-3)
* US elite education once strongly emphasized the virtues of the “Classics,” that is, ancient Greek and Roman writers. This course does not set out to embrace those values, but to understand them historically: to see how they arose in a particular context and how they travelled to North America.[[4]](#footnote-4)

In taking this historical view of the past, we aim *neither* to propose one true way of reading the past, *nor* to suggest that various versions of events are equally valid. Our goal is *not* to suggest that the past predicts the future, *nor* to provide us with a core identity. Rather, our goals are three:

* To introduce you to the pleasures of studying the past for its own sake.
* To show you how the study of history can help you learn how to think.
* To help you see how things could be different.[[5]](#footnote-5)

## Assignments

**Reading**

* All reading listed under each lecture date is required; you will find it on GauchoSpace.
* You may find that reading the textbook (Valerie Hansen and Kenneth R. Curtis, *Voyages in World History*)is extremely useful, but it is not required.

**Writing**

**Every Wednesday:** Please come to lecture having written a “[newspaper lead](https://owl.english.purdue.edu/owl/resource/735/05/)”[[6]](#footnote-6) for one reading (or artifact) assigned for that day (your TA will identify the readings from which you may choose). We will collect these, and they will contribute to your grade. Think of this assignment as communicating the most important information about this reading (or artifact) to someone unfamiliar with the course. Think of it also as an exercise that will help you evaluate contemporary news sources.

**Every Friday**: Please come to class having written a paragraph analyzing this week’s reading as it applies to your paper topic. Please note that there are supplemental readings that you may find helpful. We will collect these, and they will contribute to your grade.

**Paper:** Choose one aspect of a theme on which to focus (e.g., gender norms): Compare and contrast different peoples in different places with respect to this topic. How do you account for similarities? How do you explain any differences? Discuss for at least two peoples on different continents. Consult the supplemental readings on GauchoSpace. Your Friday assignments should help contribute to your paper. In order to meet the [General Education Writing Requirement](https://my.sa.ucsb.edu/catalog/Current/UndergraduateEducation/SpecialSubjectAreaRequirements.aspx), your paper must be at least 1800 words—or you will fail the class (no matter how strong your work was in other areas). **Papers due: 15 March, in class.**

## Grades

Discussion section: 20%

Wednesday & Friday assignments: 15%

Midterm (**8 February, open book):** 20%

Paper (**15 March)**: 20%

Final (**20 March, 4-7 pm, open book)**: 25%

## Organizing Your Time

University of California policy awards one credit hour for every three hours of student work per week. You can read this [here](https://my.sa.ucsb.edu/catalog/Current/AcademicPoliciesProcedures/UnitsofCredit.aspx). As HIST 2A is a four-credit class, you should expect to work 12 hours per week through the 10 weeks of this term. Here is how we suggest spending your time:

* + Attending lectures on Wednesdays and Fridays = 3 hours
  + Attending discussion section = 1 hour
  + Reading for Wednesday = 1 hour (assuming 35 pages/hour).[[7]](#footnote-7)
  + Writing assignment for Wednesday = 1 hour
  + Reading for Friday = 1 hour
  + Writing assignment for Friday = 1 hour

So far, these activities sum up to eight hours of work per week. Your TAs will also have assignments for you before section. Most likely, you will have two to three extra hours per week, which you should use toward reading the textbook, writing your papers and preparing for your exams.

## Suggestions for Success:

1. Take notes by hand, not by laptop. For more information, click [here](http://www.nytimes.com/2017/01/02/opinion/leave-your-laptops-at-the-door-to-my-classroom.htmlhttp://www.nytimes.com/2017/01/02/opinion/leave-your-laptops-at-the-door-to-my-classroom.html).

2. Don’t feel ashamed for being introverted (see [here](https://itunes.apple.com/us/podcast/quiet-power-introverts-susan/id1065074566?mt=2&ign-mpt=uo%3D4)); nevertheless, it is increasingly necessary for us all to learn how to communicate effectively aloud and in real time.

## Calendar[[8]](#footnote-8)

## Introduction: The Essential Lecture

**11 Jan**

*Please read before lecture on 9 Jan; required for discussion sections from 9-11 Jan.*

* Bentley, Jerry J. H. “Introduction: The Task of World History.” In *idem*, ed. *The Oxford Handbook of World History* (2011): 1-16.
* Cohen, Jeffrey Jerome. “Monster Culture (Seven Theses).” In *idem*, ed., *Monster Theory: Reading Culture* (1996), 3-25.

## Unit 1: Domesticating the Species (to 2000 BCE)

**13 Jan (Fire & Cooking)**

*Please read before lecture on 13 Jan; required for discussion sections from 9-11 Jan.*

* Allen, John S. “The Stone Age Transition to Home.” In *idem*, *Home* (2015), 103-116.
* Anonymous. *The Epic of Gilgamesh*
* Grandin, Temple & Catherine Johnson. “Dogs Make Us Human.” *Animals in Translation* (2005), 304-306.
* Leonard, W. R. “Dietary Change Was a Driving Force in Human Evolution,” *Scientific American* 288 (2002): 63-71.

*For reference:* Hansen & Curtis, Chapter 1 (through and including “The Settlement of the Americas”), 1-18.

**18 Jan:** *I will not give a lecture today so that you can attend the special campus events planned for today. If you have a discussion section today, however, you MUST attend your section to discuss the material for today and for 20 Jan.*

* Marshall, Michael. “[Ruined: Climate May Have Had a More Profound Impact on Past Societies than we realized](http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=78311646&site=ehost-live).” *New Scientist* (4 August 2012).

**20 Jan (Farming)**

*Please read before coming to the 20 Jan lecture; required for sections from 18-20 Jan*

* Briggs, H. “[Genetic History of Europeans Revealed](http://www.bbc.com/news/science-environment-34883225)” *BBC*  *News* (23 November 2015).
* [Code of Ur-Nammu](https://en.wikipedia.org/wiki/Code_of_Ur-Nammu#/media/File:Ur_Nammu_code_Istanbul.jpg).
* Enheduanna, [*Exaltation of Inanna*](http://etcsl.orinst.ox.ac.uk/section4/tr4072.htm).
* Hymn to the Nile .
* Kenoyer, J. M. “[Uncovering the Keys to the Lost Indus Cities](https://www.scientificamerican.com/article/uncovering-the-keys-to-the-lost-ind/).” *Scientific American*  (1 January 2005).
* Ptah-hotep, [*Precepts*](http://gallica.bnf.fr/ark:/12148/btv1b8304612b).
* Pyramid text .
* “[Rice Traced to a Single Domestication Event in China](http://www.bbc.com/news/science-environment-13266431).” *BBC*  *News* (3 May 2011).
* Wilford, J. N. “[Evidence of Ancient Civilization is Found in Peruvian Countryside](http://www.nytimes.com/2004/12/28/science/evidence-of-ancient-civilization-is-found-in-peruvian-countryside.html).” *New York Times* (28 December 2004).

*For reference:* Hansen & Curtis, Chapter **1,** 18-27(finish); Chapter **2**, 28-38 (through and including “Sumerian Government”), 40-44 (Egypt up to “Egyptian Expansion”), 57-59 (“Context and Connections,” including Time Line and Key Terms); Chapter **3**, 86-87 (“Context and Connections” including time line and key terms), 62-65 (“The Origins of Complex Societies” through and including “Complex Society in the Indus”), 84-85 (“South Asia’s External Trade”), Chapter **4**, 90-92(“The Origins”); Chapter **5**, 116-120 (up to “The Olmec”), 132 (“Peoples”)

## Unit 2: Men, Metals, Machines, and more Migration (to 753 BCE)

**25 Jan (Indo-Europeans, bronze & chariots)**

*Please read before the 25 Jan lecture; required for sections from 25-27 Jan.*

* Book of the Dead.
* Cheetham, David. “[The Americas’ First Colony?](http://archive.archaeology.org/0601/abstracts/olmec.html)” *Archaeology* (January/February 2006).
* Code of Hammurabi.
* Curse of Akkad.
* “Images of Hatshepsut.”
* Kikkuli, “[Training the Chariot Horse.](http://www.imh.org/exhibits/online/kikkuli-1345-bce)”
* Oracle bones questions and answers.
* Rig Veda.
* Wade, N. “[Grave of ‘Griffin Warrior’ at Pylos Could Be a Gateway to Civilizations](http://www.nytimes.com/2015/10/27/science/a-warriors-grave-at-pylos-greece-could-be-a-gateway-to-civilizations.html)**,**” New York Times (26 October 2015).

*For reference:* Hansen & Curtis, Chapter **2**,38-40 (“Babylonian Empire”), 44-47 (“Egyptian Expansion,” “International System” up to “Nubia in 800 BCE”), 48-49 (“The Hittites”), Chapter **3**, 65-69 (“The Spread of Indo-European…” up to “Changes after…”); Chapter **4**, 93-95 (“Early Shang…” up to “The Zhou”); Chapter **5**, 120-121 (“The Olmec”); 133-136 (“Andes” [continued] up to “Polynesian Seafaring”).

**27 Jan (Iron)**

*Please read before coming to the 27 Jan lecture or for section between 25-27 Jan*

* Exodus.
* Genesis.
* Homer, *Iliad*.
* *Mahabharata.*
* *Shih ching*, Ode 245.
* Veidhuijzen, Harald & Eveline Van Der Steen, “[Early Iron Smelting](http://archive.archaeology.org/0001/newsbriefs/iron.html).” *Archaeology* 53.1 (2000).

*For reference:* Hansen & Curtis, Chapter **2**, 47- 48 (“The Kingdom of Nubia”), 52-57 (through the “Babylonian Captivity”); Chapter **3** 70-72 (“Changes after 1000 BCE); Chapter **4** 95- 96 (“The Zhou”); Chapter **6**, 155, 158 (“Ancient Greece…” and “Greek Expansion”) 158- 161 (“The Phoenicians” through “Rise of the Greek City States”).

## Unit 3: How Should We Live Now? (509 BCE)

**1 Feb (The Mediterranean)**

*Please read before lecture on 1 Feb; required for sections from 1-3 Feb*

* *12 Tables*.
* Behistun Inscription.
* Book of Esther.
* Plato. “Republic.”
* Thucydides, “Pericles’ Funeral Oration.”

*For reference*: Hansen & Curtis, Chapter **6,** 144- 155 (“Herodotus” through “Darius’ Administration”); 156-157 (“Parade of Nations”), 161-166 (“Greco-Persian” up to “Alexander”); Chapter **7**, 181-182 (“Roman Republic” and “Early Republic”).

**3 Feb (East, West and South)**

*Please read before lecture on 3 Feb; required for sections from 1-3 Feb*

Atwood, Roger. “[The Nok of Nigeria](http://archive.archaeology.org/1107/features/nok_nigeria_africa_terracotta.html).” *Archaeology* 64 (2011). 4

* *Baghavad Gita*.
* Buddha. *Benares Sermon*.
* Confucius. *Analects.*
* *Dao de Jing*.
* Inomata, Takeshi. “[Maya Axes, and Moles under the Pyramid](http://scientistatwork.blogs.nytimes.com/2011/03/01/maya-axes-and-moles-under-the-pyramid/).” *New York Times* (1 March 2011).
* Smith, Julian. “[Listening to the Gods of Ancient Peru](http://archive.archaeology.org/1107/trenches/chavin_de_huantar_caves_acoustics.html).” *Archaeology* 64.4 (2011).
* Weiss, Daniel. “[The Cult of Amon](http://www.archaeology.org/issues/174-1505/features/3146-sudan-nubia-dangeil-cult-of-amun-ra).” *Archaeology* (17 April 2017).
* Zuo Zhuan. “Mother & Son.”

*For reference:* Hansen & Curtis, Chapter **3**, 72-74 (“The Rise of Buddhism” up to “The Mauryan…”); Chapter **4**, 96-97 (“Confucianism” and “Daoism”); Chapter **5**, 128-129 (“Ball Game”, 131-132 (“Northern Peoples”).

**8 Feb** **Midterm** (covering material up through 3 February)

## Unit 4: Imperialism I: unity from diversity (338 BCE)

**10 Feb (Alexander joins east and west)**

*Please read before lecture on 10 Feb; required for sections during 8-10 Feb*

* Aristotle, *Politica.*
* Arthashastra. *Duties of a King.*
* Ashoka. *Three Edicts*.
* Milinda. *Questions* .
* Stories of the Buddha’s Former Births.

*For reference:* Hansen & Curtis, Chapter 2, 50-51 (“Reading the Mummy”); Chapter 3, 74-83 (“The Mauryan Empire” through “The First Sermon of the Buddha”); Chapter 5, 121-123 (“Teotihuacan: and “Visual Evidence”); Chapter 6, 166-171 (“Alexander” up to “Parthians”), 176-177 (“Context and Connections”).

**15 Feb (Long-lived empires)**

*Please read before 15 Feb; required for sections during 15-17 Feb*

* Han Fe Tzu.
* Han Shu.
* Polybius, “On Rome’s Constitution and the Army”
* *Popul Vuh.*
* Sima Qian. “[The Legalist Policies of the Qin](http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/ssuma2.html).”

*For reference:* Hansen & Curtis, Chapter 4, 98-115 (“Movement of Ideas” to end of chapter); Chapter 5, 124-127 (“The Maya” up to “War, Politics…”); Chapter 7, 182-186 (“The Conquest” up to “the Late Republic”)

## Unit 5: Imperialism II: Domination and Consumption

**17 Feb (Conquest & Commodities)**

*Please read before lecture 17 Feb; required for sections during 15-17 Feb*

* The Debate on Salt and Iron.
* Megasthenes. *Indika*.
* *Periplus of the Erythraean Sea*.
* Plutarch. *Life of Cato the Elder*.

*For reference*: Hansen & Curtis – Chapter 5, 136-139 (“Polynesian Seafaring” up to “Easter Island”; Chapter 7, 186-187 (“The Late Republic”)

**22 Feb (Conquest & Freedom)**

*Please read before lecture 22 Feb; required for sections 22-24 Feb*

* Cato the Elder. *On Agriculture*.
* Cicero. *Against* Verres
* The Legend of Meng Jiangnu.
* Livy. *Ab urbe condita*.
* *P. Paris*, 10, 1
* Plutarch. *Life of Crassus*.

*For reference*: Hansen & Curtis, Chapter 7, 187-188 (“The Roman Principate” up to “The Political Structure”)

**24 Feb (Gender and Structures of Power)**

*Please read before lecture 24 Feb; required for sections 22-24 Feb*

* *Laws of Manu*.
* Livy, *Ab urbe condita.*
* Pan Chao. “Lessons for Women.”
* Paul. “On Wearing the Veil.”
* Songs by Buddhist nuns.
* Tacitus. *Annals* on Livia.

*For reference*: Hansen & Curtis, Chapter 7, 188-192 (“The Political Structure” up to “Travel & Knowledge”)

## Unit 6: Afro-Eurasian Trade and Afro-Eurasian Faith (180 CE)

**1 Mar (Trade along the ‘Silk Roads’)**

*Please read before lecture 1 Mar; required for sections during 1-3 March*

* Aelius Aristides. [To Rome](http://wps.pearsoncustom.com/wps/media/objects/2427/2486120/chap_assets/documents/doc6_4.html)
* Juvenal. *Third Satire*.
* Letters from the Silk Roads.
* Pliny the Elder. “The Seres.”
* Regulations for a Community of Monks.
* Vindolanda Tablets.

*For reference:* Hansen & Curtis, Chapter 6, 172-175 (“The Parthians and the Sassanians”); Chapter 7, 192-194 (“Travel & Knowledge”); Chapter 8, 219-221 (“Buddhism, Hinduism…” up to “Kingdoms of Inland SE Asia”)

**3 Mar (Faith along the ‘Silk Roads’)**

*Please read before lecture 3 Mar; required for section 1-3 March*

* Apuleius. *Golden Ass.*
* Gospel of Mark.
* Taming Frontier Deities in China.

*For reference*: Hansen & Curtis, Chapter 7, 194-200 (“The Rise of Christianity” up to “The Loss of the Western”); Chapter 8, 215-217 (“Buddhism, Hinduism…” – up to “The Beginnings of the Chola…”), 225- 227 (“Buddhism and the Revival…” up to “China Reunified”), 228-229 (“Teaching Buddhism”)

## Unit 7: The “Fall of Rome”: Christianity and Barbarism? (453 CE)

**8 Mar** (**The Fall of Rome and why it matters)**

*Please read before section 8 Mar; required for section during 8-10 Mar*

* Einhard. *Life of Charlemagne.*
* Gregory of Tours. “Conversion of Clovis.”
* Priscus. “The Court of Attila.”
* Tacitus. *Germania.*

*For reference*: Hansen & Curtis, Chapter 5, 127-131 (“War, Politics, and the Decline of the Maya”); Chapter 7, 200-211 (“The Loss of the Western” to the end)

**10 Mar (Climate Change, Disease, and Justinian’s Nostalgia)**

*Please read before lecture 10 Mar; required for sections during 8-10 Mar*

* Bonn-Muller, Eli. “[Artifact: Statue of a Boddhitsava](http://archive.archaeology.org/0811/etc/artifact.html).” *Archaeology* 61.6 (2008).
* Gunn, Joel D. “AD 536 and Its 300 Year Aftermath.” In *The Years without Summer: Tracing AD 536 and Its Aftermath* (London: 2000), 5-20
* “[Silk Road Served as Conduit for Parasites](http://www.archaeology.org/news/4667-160722-china-silk-road-parasites).” *Archaeology* (22 July 2016).
* Wagner, David, et al. “[*Yersina pestis* and the Plague of Justinian, 541-543 AD: A Genomic analysis](http://www.sciencedirect.com/science/article/pii/S1473309913703232).” *Lancet* 14.4 (2014), 319-26.

*For reference:* Hansen & Curtis, Chapter 8, 227- 230(“China Reunified” up to “The Long Decline”)

## Unit 8: The Cosmopolitan Empires of Late Antiquity (800 CE)

**15 Mar (The Umayyad Caliphate)**

**Paper due in class.**

*Please read before lecture 15 Mar; required for sections during 15-17 Mar*

* Abu Uthman. “On the Zanj.”
* Ibn Ishaq. *Biography of the Messenger of God.*
* Pact of Umar.
* Qur’an.
* Quranic Comments on the Torah and the Gospels.

*For reference*: Hansen & Curtis, Chapter 9, 246- 255 (“The Origins of Islam and the First Caliphate”)

**17 Mar (Tang China)**

*Please read before lecture 17 Mar; required for sections during 15-17 Mar*

* Camhi, Leslie. “[Art/Architecture; Ruins of an Old Christian Church on Lao-Tzu’s Turf](http://www.nytimes.com/2002/02/24/arts/art-architecture-ruins-of-an-old-christian-church-on-lao-tzu-s-turf.html).” *New York Times* (24 February 2002).
* Han Yu. “Memorial on the Bone of Buddha.”
* Härke, Heinrich. “[Letter from Siberia: Fortress of Solitude](http://archive.archaeology.org/1011/etc/letter.html).” *Archaeology* 63.6 (2010)
* The Jesus Sutras.
* Kim, Hyung-eun. “[North Korea’s Full Moon Tower](http://archive.archaeology.org/1105/features/north_korea_goryeo_dynasty_mount_songak.html).” *Archaeology* 64.3 (2011)
* Powell, Eric A. “[Exhibitions: The Romance of Route AD 660](http://archive.archaeology.org/1003/trenches/silk_road_exhibit.html).” *Archaeology* 63.2 (2010)
* Prince Shotoku.

*For reference*: Hansen & Curtis, Chapter 8, 212-215 (“Portrait of Ennin”), 230-243 (“The Long Decline…” to the end).

**20 Mar** **Final, 4 – 7 pm, TD-W 1701.**

1. *Oxford English Dictionary*, s.v. “[ancient history](http://www.oed.com.proxy.library.ucsb.edu:2048/view/Entry/297448?rskey=yYAJRU&result=2#eid).” [↑](#footnote-ref-1)
2. See Hansen and Curtis, 3 for CE and BCE dating. [↑](#footnote-ref-2)
3. Edwin A. Miles, "[The Young American Nation and the Classical World](http://www.jstor.org/stable/2708761?seq=1#page_scan_tab_contents)." *Journal of the History of Ideas* 35, no. 2 (1974): 259-74. [↑](#footnote-ref-3)
4. See Daniel Walker Howe, “[Classical Education in America](http://wilsonquarterly.com/quarterly/spring-2011-the-city-bounces-back-four-portraits/classical-education-in-america/),” *Wilson Quarterly* (Spring 2011). [↑](#footnote-ref-4)
5. As John H. Arnold says, “to gather something of how we ‘come about’ as individual human beings…is also to be made aware of the possibility of doing things differently…[H]istory is an argument, and arguments present the opportunity for *change*….[H]istory allows us to demur, to point out that there have always been *many* courses of action, *many* ways of being. History provides us with the tools to dissent.” *History: A Very Short Introduction* (Oxford, 2000), 122. [↑](#footnote-ref-5)
6. <https://owl.english.purdue.edu/owl/resource/735/05/> [↑](#footnote-ref-6)
7. Ronald P. Carver, "Reading Rate: Theory, Research, and Practical Implications." *Journal of Reading* 36, no. 2 (1992): 84-95. <http://www.jstor.org/stable/40016440>. I assume that ancient sources will take you a bit longer. [↑](#footnote-ref-7)
8. Please note that the schedule may change in response to unforeseen circumstances. [↑](#footnote-ref-8)