

GEL001 - LAS
**“A HISTORY OF THE WORLD
 IN 30 OBJECTS”**

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1. CONTACTS

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2. INSTRUCTOR

QUALIFICATIONS: B.A. in Law (Trento, Italy)
 Ph.D. in International Law (Auckland, New Zealand)
 M.Phil. in International Relations (Oxford, UK)
 Ph.D. in International Politics (Wales, UK)

EXPERTISE: International Relations, International Law, International History
 International Organization (especially the UN), Diplomacy

PROFILE: *I am an Associate Professor of International Relations in the Department of Politics and International Studies, having joined ICU in 2018. I also serve as the Associate Director of the Rotary Peace Center, as well as ICU Human Rights Adviser.*

I was educated at the Universities of Trento (Italy), Auckland (New Zealand), Oxford (UK) and Aberystwyth (UK), and I hold two doctoral degrees, one in International Law and the other in International Relations.

Prior to joining ICU, I was an Associate Professor of Politics, Philosophy and Economics (PPE) at the Asian University for Women (AUW); a researcher at Sciences-Po in Paris; an officer at the Icelandic Human Rights Centre in Reykjavik, Iceland; a Visiting Professor at Zhejiang University in Hangzhou, China; and an Associate with the UN Under-Secretary-General's Office in New York City.

I teach and publish in the areas of international politics, international law, global institutions (especially the UN) and human rights. I have written a number of academic articles and three single-authored monographs, most recently 'Dangerous Diplomacy', which was published by Oxford University Press in 2017.

In addition to my role at ICU, I am also the Deputy Director of the Academic Council on the United Nations System (ACUNS), Tokyo Office; the Deputy Secretary-General of the Global Peacebuilding Association of Japan (GPAJ); a Senior Adviser to the Centre for Advanced Studies on South Asia in Kathmandu, Nepal; and the Secretary/Treasurer of the International Studies Association, Asia-Pacific.

For more info, see www.hermansalton.net

3. DESCRIPTION

The goal of this seminar is to explain some key stages in global history in an unconventional way, namely, through the study of everyday objects. By analyzing fifty objects ranging in time from the Ice Age to contemporary times, this seminar presents global history as a kaleidoscope of cultures, languages and philosophies, one that is constantly shifting, profoundly interconnected, unfailingly fascinating, and shaping our world in ways that most of us would never imagine. An anonymous and ordinary-looking stone pillar, for example, will tell us the story of a great Indian emperor preaching tolerance to his people; a series of luxury Spanish coins will reveal the start of a global currency and will give us clues about how kings and political leaders handled it; an ancient, damaged and largely incorrect map of the world will bring Columbus and the discovery of America to life; and an early Victorian tea-set will speak of the impact of empire on the people who lived it.

4. LEARNING GOALS

By the end of the seminar, students should be able to:

- Understand a number of key ages of global history;
- Understand the rationale, purpose and context in which these objects were made;
- Appreciate the difference between narrated (literate) and visual (non-literate) history;
- Decipher the messages that these objects communicate across time and space;
- Understand the connections between archaeology, art, and global history;
- Understand the difference between victors' and losers' history;
- Appreciate the aesthetic value and the artistic craftsmanship of these objects.

5. SCHEDULE

WEEK 1 | 14 APRIL 2022 | INTRODUCTION

- CL1. Introducing the Course: Teacher, Students, Method
- CL2. Introducing the Subject: Why a Global History through Objects?
- CL3. Introducing the Objects: Mummy of Hornedjitef

WEEK 2 | 21 APRIL 2022 | ICE AGE [2,000,000 TO 4,000 BC]

- CL1. Olduvai Stone Chopping Tool and Olduvai Handle
- CL2. Swimming Reindeer
- CL3. Clovis Spear Point

WEEK 3 | 28 APRIL 2022 | FOOD AND SEX [9,000 - 3,500 BC]

- CL1. Bird-Shaped Pestle
- CL2. Lovers Figurine
- CL3. Jomon Pot

WEEK 4 | 5 MAY 2022 | FIRST CITIES AND STATES [4,000 - 2,000 BC]

- CL1. King Den's Sandal Label
- CL2. Standard of Ur
- CL3. Early Writing Tablet

WEEK 5 | 12 MAY 2022 | ONE WORLD, NEW POWERS [1,100 - 300 BC]

- CL1. Lachish Reliefs
- CL2. Sphinx of Taharqo
- CL3. Gold Coin of Croesus

WEEK 6 | 19 MAY 2022 | AGE OF CONFUCIUS [500 - 300 BC]

- CL1. Oxus Chariot Model
- CL2. Parthenon Sculpture
- CL3. Chinese Bronze Bell

WEEK 7 | 26 MAY 2022 | EMPIRE BUILDERS [500 - 300 BC]

- CL1. Coin of Alexander
- CL2. Pillar of Ashoka
- CL3. Head of Augustus

WEEK 8 | 2 JUNE 2022 | PLEASURES AND FAITH [AD 1 - 600]

- CL1. Admonitions Scroll
- CL2. Seated Buddha from Gandhara
- CL3. Arabian Bronze Hand

WEEK 9 | 9 JUNE 2022 | MODERN WORLD [AD 1375 - 1550]

- CL1. Tughra of Suleiman the Magnificent
- CL2. Ming Banknote
- CL3. Shia Religious Parade Standard

WEEK 10 | 16 JUNE 2022 | EXPLORATION AND EXPLOITATION [AD 1680-1820]

- CL1. Akan Drum
- CL2. Hawaiian Feather Helmet
- CL3. Early Victorian Tea Set

6. LANGUAGE OF INSTRUCTION

Lectures:	English
Readings/Materials:	English (materials in other languages can be supplied)
Essays/Presentations:	English
Communication with Instructor:	English/French/Spanish/Italian

7. GRADING POLICY

Presentations:	30%	<i>Topic: Chosen by Students in Consultation with Instructor</i>
E-Attendance/E-Participation:	10%	<i>Your Active Participation is Encouraged and Expected</i>
Final Report (No Exam):	60%	<i>Topic: A Related Object of Your Choosing</i>

Grades matter and you should strive to obtain the best possible grade. However, *the way* you study and approach the subject is even more important. In this course, factual knowledge is insufficient; participation to class discussions and critical thinking is what will make the difference in terms of grades and—far more importantly—in terms of your learning. Consequently, the mere memorization of facts will not take you far—only the critical assessment of them will. What I am interested in is your own approach to a certain theme. However, you will only be able to acquire this analytical capacity if you do the

readings *before* coming to class and if you participate in the discussions. Remember: analytical reasoning without facts is impossible, but facts without an analytical framework are useless! Both are required and both will be assessed throughout the course.

8. READINGS

All materials will be uploaded on Moodle before class. The main book we will be using is:

- Neil MacGregor
A History of the World in 100 Objects
London: Allen Lane, 2011
- This book has a superb companion website, listing all the objects in the collection:
<http://www.bbc.co.uk/ahistoryoftheworld/>

For Japanese objects, we will also refer to the following collections, among others:

- NHK World
The Magic of Japanese Masterpieces
<https://www.nhk.or.jp/japan-art/archives/171012/>
- Shigeru Matsubura et al.
50 Masterpieces of Japanese Art
Tokyo: Tokyo National Museum Press, 2018
- Hiromichi Soejima et al.
A Guide to Japanese Buddhist Sculpture
Tokyo: Ikeda Publishing, 2008

9. OTHER RESOURCES

You may find the following materials useful, especially for your Final Report:

- Ancient History Encyclopaedia (for factual information on ancient history)
<https://www.ancient.eu>
- Tokyo National Museum Collections, Tokyo (for Japanese and Asian objects)
https://www.tnm.jp/modules/r_free_page/index.php?id=95
- Louvre Museum, Paris (for all objects)
<https://www.louvre.fr/departments/antiquités-égyptiennes/presentation#tabs>
- British Museum, London (for all objects)
<https://www.britishmuseum.org>
- Vatican Museums, Rome (especially for modern art)
<http://www.museivaticani.va/content/museivaticani/en/collezioni.html>
- My own collection: <http://www.hermansalton.net/index.php/art/> (especially for Islamic and Asian objects. The password to this webpage will be given separately)