



**GE-HIST 1003 | HUM2003**  
**A HISTORY OF THE WORLD IN 50 OBJECTS**

ACADEMIC YEAR 2024/2025  
SPRING SEMESTER

**COURSE SYLLABUS**

**1. COURSE INFORMATION**

Classes held on: S/T 11:40 AM - 12:55 AM (13:20)  
Room: UG-505  
Credits: 3 or 4  
Prerequisite(s): None

**2. FACULTY INFORMATION**

Faculty Name: Dr. Herman T. Salton  
Title and Department: Visiting Associate Professor of International Relations, PPE  
Email: herman.salton@auw.edu.bd  
Office Location: UG-701  
Office Hours: Sunday, 4:00 PM - 6:00 PM

Qualifications: J.D. Trento, PhD Auckland (Int'l Law), MPhil Oxford (Int'l Relations), PhD Wales (IR)  
Areas of Expertise: International Relations, International History, International Organizations  
Profile: I am an Associate Professor based in Tokyo (Japan) and a Visiting Fellow at Oxford University (UK). Previously, I was an Associate with the Under-Secretary-General of the United Nations in New York City; a Senior Research Fellow at the Ralph Bunche Institute for International Studies, City University of New York (CUNY); a Visiting Scholar at Sciences-Po in Paris (France); and an officer at the Icelandic Human Rights Centre in Reykjavík (Iceland). I am fluent in English, French, Italian and Spanish, and I have published widely on the United Nations, international relations, on human rights. More info on [www.hermansalton.net](http://www.hermansalton.net)

**3. TEXT AND OTHER COURSE MATERIALS**

Materials will be uploaded on Google Classroom. The main textbook for this course will be Neil MacGregor, *A History of the World in 100 Objects* (London: Allen Lane, 2011). The companion website and podcasts are freely available from <https://www.bbc.co.uk/programmes/b00nrtd2>

#### 4. COURSE OBJECTIVES AND DESCRIPTION

The goal of this introductory course is to explain some key stages in global history in an unconventional way: through the study of everyday objects. By analyzing fifty objects ranging in time from the Ice Age to contemporary times, this course 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 could not imagine. An anonymous and ordinary-looking stone pillar will tell 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 introduce us to the troubled history of colonization. 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.

#### 5. LEARNING OUTCOMES

##### Student Learning Outcomes

By the end of the course, students will be able to:

1. Grasp the key stages of global history;
2. Understand the rationale, purpose and context of these objects;
3. Appreciate the difference between narrated (literate) and visual (non-literate) history;
4. Decipher the messages these objects communicate across time and space;
5. Understand the links between archaeology, art, and global history;
6. Understand the difference between victors' and losers' history;
7. Appreciate the aesthetic value and artistic craftsmanship of these objects.

##### Method of Assessment

- Presentations
- Group Discussions
- Participation
- Midterm
- Final paper

#### 6. ATTENDANCE REQUIREMENT & GRADING POLICY

Students are expected to attend all classes. Missing classes will reduce the attendance and participation components of the final grade (see below). Students will be excused for health reasons only if they provide supporting documentation. Other reasons for excused absences will also require supporting evidence. Please note that per AUW policy, missing more than 25% of classes will result in a student's failure in the course.

#### 7. CONTACT WITH PROFESSOR

The best way to reach me is either by coming to my office hours or by emailing me. However, please note that I send/receive a high number of emails daily, so it may take some time to get back to you.

## 8. COURSE SCHEDULE

### **Week 1 | 5-7 January 2025 | Introduction**

CLASS 1 — Why a Global History through Objects?

Discussion Questions: Why him? Why us? Why here?

Required Readings: None

CLASS 2 — Introducing the Objects: Mummy of Hornedjitef

Discussion Question: What does this object tell us about global history?

Required Readings: Textbook, Chapter 1

### **Week 2 | 12-14 January 2025 | Ice Age | 2,000,000 to 4,000 BC**

CLASS 1 — Olduvai Stone Chopping Tool & Olduvai Handle

Discussion Question: What do these objects tell us about global history?

Required Readings: Textbook, Chapters 2 & 3

CLASS 2— Swimming Reindeer & Clovis Spear Point

Discussion Question: What do these objects tell us about global history?

Required Readings: Textbook, Chapters 4 & 5

### **Week 3 | 19-21 January 2025 | Food and Sex [9,000 - 3,500 BC]**

CLASS 1 — Bird-Shaped Pestle & Lovers Figurine

Discussion Question: What do these objects tell us about global history?

Required Readings: Textbook, Chapters 6 & 7

CLASS 2— Jomon Pot & Egyptian Clay Model

Discussion Question: What do these objects tell us about global history?

Required Readings: Textbook, Chapters 10 & 8

### **Week 4 | 26-28 January 2025 | First Cities and States [4,000 - 2,000 BC]**

CLASS 1 — King Den's Sandal Label & Standard of Ur

Discussion Question: What do these objects tell us about global history?

Required Readings: Textbook, Chapters 11 & 12

CLASS 2— Early Writing Tablet & Mathematical Papyrus

Discussion Question: What do these objects tell us about global history?

Required Readings: Textbook, Chapters 15 & 17

### **Week 5 | 2-4 February 2025 | One World, New Powers [1,100 - 300 BC]**

CLASS 1 — *No Class* [Sawaswati Puja]

Discussion Question: None

Required Readings: None

Class 2 — Lachish Reliefs & Sphinx of Taharqo

Discussion Question: What do these objects tell us about global history?

Required Readings: Textbook, Chapters 21 & 22

**Week 6 | 9-11 February 2025 | Age of Confucius [500 - 300 BC]**

CLASS 1 — Gold Coin of Croesus & Chinese Ritual Vessel

Discussion Question: What do these objects tell us about global history?

Required Readings: Textbook, Chapters 25 & 23

CLASS 2— Oxus Chariot Model & Parthenon Sculpture

Discussion Question: What do these objects tell us about global history?

Required Readings: Textbook, Chapters 26 & 27

**Week 7 | 16-18 February 2025 | Empire Builders [500 - 300 BC]**

CLASS 1 — Chinese Bronze Bell & Olmec Stone Mask

Discussion Question: What do these objects tell us about global history?

Required Readings: Textbook, Chapters 30 & 29

CLASS 2— Coin of Alexander & Pillar of Ashoka

Discussion Question: What do these objects tell us about global history?

Required Readings: Textbook, Chapters 31 & 32

**Week 8 | 23-25 February 2025 | Pleasures and Faith [AD 1 - 600]**

CLASS 1 — Head of Augustus & Rosetta Stone

Discussion Question: What do these objects tell us about global history?

Required Readings: Textbook, Chapters 35 & 33

CLASS 2— Admonitions Scroll & Seated Buddha from Gandhara

Discussion Question: What do these objects tell us about global history?

Required Readings: Textbook, Chapters 39 & 41

**Week 9 | 2-4 March 2025 | The Modern World [AD 1375 - 1550]**

CLASS 1 — Arabian Bronze Hand & Gold Coin of Kumaragupta

Discussion Question: What do these objects tell us about global history?

Required Readings: Textbook, Chapters 45 & 42

CLASS 2— Tughra of Suleiman the Magnificent & Ming Banknote

Discussion Question: What do these objects tell us about global history?

Required Readings: Textbook, Chapters 71 & 72

**Week 10 | 9-11 March 2025 | The First Global Economy [AD 1450 - 1600]**

CLASS 1 — Mechanical Galleon & Benin Plaque

Discussion Question: What do these objects tell us about global history?

Required Readings: Textbook, Chapters 76 & 77

CLASS 2— Double Headed Serpent & Pieces of Eight

Discussion Question: What do these objects tell us about global history?

Required Readings: Textbook, Chapters 78 & 80

**Week 11 | 6-18 March 2025 | Tolerance and Intolerance [AD 1550 - 1700]**

CLASS 1 — Miniature of Mughal Prince & Shadow Puppet

Discussion Question: What do these objects tell us about global history?

Required Readings: Textbook, Chapters 82 & 83

CLASS 2— Mexican Codex Map & Reformation Broadsheet

Discussion Question: How can Green Theory be applied to current events?

Required Readings: Textbook, Chapters 84 & 85

**Week 12 | 23-25 March 2025 | Exploration and Exploitation [AD 1680 - 1820]**

CLASS 1 — Akan Drum & Hawaiian Feather Helmet

Discussion Question: What do these objects tell us about global history?

Required Readings: Textbook, Chapters 86 & 87

CLASS 2— Shia Religious Parade Standard + Ming Banknote

Discussion Question: How can Green Theory be applied to current events?

Required Readings: Textbook, Chapter 11

**Week 13 | 6-8 April 2025 | Mass Production, Mass Persuasion (AD 1780 - Today)**

CLASS 1 — Early Victorian Tea Set & Throne of Weapons

Discussion Question: What do these objects tell us about global history?

Required Readings: Textbook, Chapters 92 & 98

CLASS 2—Hokusai's Great Wave & Suffragette Penny

Discussion Question: What do these objects tell us about global history?

Required Readings: Textbook, Chapters 93 & 95

**Week 14 | 13-15 April 2025 | Final Assessment Week**

**9. ASSESSMENT METHODS**

**1) Presentation (20%):**

This will be a 5-minute presentation that you will give to the class on an object covered in the course. Afterwards, there will be a Q&A (question & answer) session. Some people are nervous about speaking in public, but this is a key part of your development, so the sooner you start, the better.

*When:* One presentation per student, beginning from Week 3.

**2) Mid-Term (30%):**

This mid-term essay will test your knowledge on some of the objects and periods studied in the course up to that point. It will not be an exam or quiz, but rather it will allow you to write a short essay about the links between an object and global history. More info will be provided in due course.

*Due:* Mid-Term Assessment Week

- 3) Final Paper (40%) This final essay paper will ask you to critically evaluate an object and to relate it to global history. To succeed in, you will need to attend classes regularly and read widely on the objects and topics covered in the course. You will also need to use your critical thinking. We will prepare for this in due course.

*Date:* Final Assessment Week

- 4) Attendance/Particip. (10%) Your attendance to class will be monitored and your active participation to class debates will be assessed on a regular basis. Being absent from more than 25% of the classes will result in your failing the entire course.

Your performance will be assessed according to the AUW scale:

A+	4	97-100
A	4	93-96
A-	3.7	90-92
B+	3.3	87-89
B	3	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1.0	60-66
F	0	0-59

More specifically, the criteria used for grading the final paper are as follows:

- Whether there is evidence of reading
- Whether it shows knowledge and understanding of the relevant theories and concepts
- Whether it brings tools of analysis from politics, philosophy, and economics
- Critical analysis
- Clarity of writing
- Accurate referencing; for references and bibliographies use any of the standard
- referencing systems

We will do preparations for essay-writing in class. In general, the sooner you start working on your paper(s), the better the result (and grade!) will be. The golden rule is: don't leave it to the last minute!

## 10. KEY DATES & DEADLINES

Presentations:	TBC
Mid-Term:	Mid-Term Assessment Week
Final Exam:	Final Assessment Week
Participation:	On a regular basis

## 11. PLAGIARISM & ACADEMIC INTEGRITY

At university, plagiarism and the use of AI without declaring it is regarded as theft. Because of this, I take a zero-tolerance approach to both, so don't cheat! I will find out, you will receive a failing grade, and you also will be in my very own blacklist, which means I won't be able to write any reference letter for you. Remember: ZERO tolerance. It is better to submit a poor paper than a plagiarized or AI-generated one.

Plagiarism is intentionally or unintentionally taking credit for another's words or ideas. You may not plagiarize in your academic work, and you must adhere to the following:

- When you use someone else's words (whether they are from a distinguished author or a classmate's paper), place the words you have copied in quotation marks and provide the appropriate citation of author and source. A good guideline to use to avoid plagiarism is to ensure quotes of three or more sequential words from someone else are put in quotation marks.
- If you paraphrase (reword) another person's ideas, you must also cite the source. Paraphrasing must involve changing the words and sentence structure of the original source. Cite materials you copy or paraphrase from the internet, even if the author is not identified. If you are not sure: cite it!

### **Other Forms of Academic Dishonesty**

1. Making up references, quoting wrong sources, etc.
2. Falsifying data.
3. Misrepresenting your situation to be excused from academic work.
4. Submitting the same paper in more than one class.
5. Informing a student in a later class about questions on tests or quizzes.
6. Misrepresenting your academic work or qualifications in any way.

Full details about plagiarism, academic dishonesty and penalties are available in the Academic Honor Code in the Academic Bulletin.

## 12. STRATEGIES TO PREVENT PLAGIARISM & VIOLATIONS OF ACADEMIC INTEGRITY

I use anti-plagiarism software, but typically I don't need to. We can see plagiarism from miles off!

### 13. CLASS BEHAVIOUR

My assumption is that each student in this class is motivated, intelligent and considerate of the opinions of others, and my expectations of you reflect this assumption.

I would like to ask you to please come to class on time and participate while you are here. Of course, sometimes circumstances prevent your timely arrival—in these cases, please enter quietly and sit by the door. If you need to leave early, please sit by the door and leave quietly. If you will frequently need to arrive late or leave early, please speak to me about it. I am committed to starting and ending every class exactly on time, so please do not prepare to leave before I have ended class. It is disrupting to your colleagues and to myself. Also, please do not to read or sleep in class nor talk to students around you.

Please also be sure to turn off all phones and beepers. It is not appropriate to leave class in order to answer a call. If you feel that you have extenuating circumstances (e.g., a work or family emergency), please see me before class to discuss it. I encourage you to stop me during class if you have a question or relevant comment. If you feel uncomfortable talking during class, please approach me after class or through email. It is my job to help you understand the material and I will do what I can to make sure that you do.

### 14. GRADING RUBRICS

Grades are important and you should strive to obtain the best possible grade.

However, the way you study is even more important. In this course, factual knowledge is essential but insufficient to achieve good results; critical thinking is what will make the difference not only in terms of marks but also—and more importantly—in terms of your personal development.

Consequently, the mere regurgitation and memorization of facts will not take you far—only the critical assessment of those facts will. What I am interested in is your approach to a certain problem. But you will only be able to acquire this analytical capacity if you come to class, read widely and participate in the discussions. Remember: analytical reasoning without facts is impossible, but facts without any analytical framework are useless! So both are needed and will be required of you.

The rubrics used to assess your work are reproduced in the following page.



<b>Written Work</b>				
Criteria	A	B	C	D
Content	Thorough understanding of material used; use of evidence; convincing argument; clear separation between others' and one's opinion.	Some uncertainty regarding the material used; good argument but insufficiently supported.	Vague understanding of material used; unclear argument with no support; unclear purpose of the essay.	Wrong understanding of material used; no argument.
Writing style & structure	Clear structure of the essay overall and of separate paragraphs; sentences are clear and to the point; no unnecessary words; emotionally neutral language; accurate spelling and grammar.	Mostly clearly structured with a few minor "jumps" in the flow of arguments; few unnecessary words and/or sentences that do not directly relate to the topic; some spelling or grammatical errors.	Poorly structured; paragraphs consisting of one sentence and/or one-page paragraphs with no lead sentences; frequent use of emotionally loaded and/or unnecessary words; significant spelling and grammatical errors.	Unstructured text; long, complex, unclear and grammatically incorrect sentences; short non-sentences; many spelling mistakes
References	All references done correctly and consistently.	Most references done correctly with minor mistakes that allow the reader to identify the source regardless. Minor inconsistencies.	Some info on the source provided in an inconsistent manner; some essential information missing or misplaced.	Very limited and/or incorrect information that makes it very hard to identify the sources used.

<b>Discussions and Class Participation</b>				
Criteria	A	B	C	D
Contribution to class discussion	Well prepared for class; active participation in class discussions; meaningful contributions by linking assigned readings to other knowledge; engagement with class; often shows critical thinking.	Prepared for class; average participation in class discussions; contributions mostly based on simple re-statement of material from assigned readings; rarely engages in direct discussions; sometimes shows critical thinking;	Most of readings done in advance, but the information is not very internalized; very limited participation in class discussion; rarely demonstrates critical thinking.	Readings rarely done in advance; no participation in class discussions; no critical thinking.