

LCSA1116
A HISTORY OF INTERNATIONAL RELATIONS
IN FIFTY OBJECTS

DDr. Herman T. Salton
Assistant Professor of International Politics
Chair of Politics, Philosophy and Economics (PPE)
Co-Director, Center for International Programs (CIP)

1. ABOUT THE PROFESSOR

Email: herman.salton@auw.edu.bd
Office: H603 (H Bldg, 6th Floor)
Office Hours: Monday & Wednesday, 2-4pm
Please stick to these days and times. If you really cannot make them, please email me in advance to arrange an appointment. Thank you.
Classes: Monday and Wednesday, 11am-12.20pm
Qualifications: LLB (Trento), PhD (Auckland), MPhil (Oxford), PhD (Wales)
Areas of Expertise: International Politics
United Nations
International History
Human Rights
Diplomacy and International Law
Profile: Herman Tutehau Salton was educated at the universities of Trento, Auckland, Oxford and Wales. A Senior Fellow at the Ralph Bunche Institute, City University of New York (CUNY), he was also a visiting scholar at Sciences-Po, Paris (France) and TUJ, Tokyo (Japan); a human rights officer at the Icelandic Human Rights Centre, Reykjavík (Iceland); and an Associate with the Under-Secretary-General for Political Affairs, United Nations Headquarters, New York (USA). He publishes in the areas of international politics, international law, global history and human rights, and is fluent in English, French, Italian and Spanish.

2. COURSE DESCRIPTION

This course introduces students to a global history of the world. By analyzing fifty objects ranging in time from the Ice Age to contemporary times, the course presents international 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, tells us the story of a great Indian emperor preaching tolerance to his people; a series of luxury Spanish coins reveal the start of a global currency and give us clues about how kings and political leaders handled it; an ancient, damaged and largely incorrect map of the world brings Columbus and the discovery of America to life; and an early Victorian tea-set speaks of the

impact of empire on the people who lived it. The aim of this introductory and highly interdisciplinary course is to make global history understandable through everyday objects, while also highlighting the ingeniousness, complexity and resilience of the human spirit.

3. LEARNING OUTCOMES

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

- Understand the key facts and concepts associated with 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;
- Understand the connections between archaeology, art history and international history;
- Understand the difference between victors' and losers' history;
- Appreciate the aesthetic value and craftsmanship of these objects.

4. CLASS SCHEDULE

Week 1: Introduction

12 Jan – No classes

14 Jan – Introducing the course, the professor and the class

Readings: Preface (pp. xiii to xiv) & Introduction (pp. xv to xxvi)

Week 2: Ice Age (2,000,000 BC to 4000 BC)

19 Jan – Making Us Human: Stone Chopping Tool and Swimming Reindeer

Readings: Chapter 2 (pp. 9 to 14) & Chapter 4 (pp. 19 to 25)

21 Jan – Food & Sex: Bird-Shaped Pestle and Lovers Figurine

Readings: Chapter 6 (pp. 32 to 36) & Chapter 7 (pp. 37 to 42)

Week 3: First Cities and States (4000 BC to 700 BC)

26 Jan – War: Sandal Label and Standard of Ur

Readings: Chapter 11 (pp. 62 to 67) & Chapter 12 (pp. 68 to 77)

28 Jan – Peace: Writing Tablet and Mathematical Papyrus

Readings: Chapter 15 (pp. 90 to 94) & Chapter 17 (pp. 102 to 110)

Week 4: New Powers (1100 BC to 300 BC)

2 Feb – Greatness: Mummy of Hornedjitef and Statue of Ramesses II

Readings: Chapter 1 (pp. 2 to 8) & Chapter 20 (pp. 124 to 129)

4 Feb – Conquest: Lachish Reliefs and Sphinx of Taharqo

Readings: Chapter 21 (pp. 132 to 139) & Chapter 22 (pp. 140 to 145)

Week 5: Empire Builders (500 BC to AD 10)

9 Feb – East: Gold Coin and Chariot Model

Readings: Chapter 25 (pp. 158 to 162) & Chapter 26 (pp. 164 to 170)

11 Feb – West: Coin of Alexander and Head of Augustus

Readings: Chapter 31 (pp. 196 to 202) & Chapter 35 (pp. 221 to 226)

Week 6: Ancient Pleasures & World Religions (AD 1 to AD 600)

16 Feb – Ancient Pleasures: Warren Cup and Admonition Scroll

Readings: Chapter 36 (pp. 228 to 234) & Chapter 39 (pp. 248 to 255)

18 Feb – World Religions: Hindu Gold Coin and Muslim Gold Coin

Readings: Chapter 42 (pp. 269 to 275) & Chapter 46 (pp. 294 to 300)

Week 7: Inside the Palace – Gender and Secrets at Court (AD 700 to AD 900)

- 23 Feb – Gender: Silk Princess Painting and Maya Blood-Letting
Readings: Chapter 50 (pp. 318 to 324) & Chapter 51 (pp. 326 to 332)
- 25 Feb – Secrets: Harem Wall Painting and Statue of Tara
Readings: Chapter 52 (pp. 333 to 338) & Chapter 54 (pp. 345 to 350)

Week 8: Revision Week + WRITTEN NOTE

- 2 Mar – Revisions [no classes]
4 Mar – WRITTEN NOTE [no classes]

Week 9: Trade and Wealth (AD 800 to AD 1200)

- 9 Mar – Trade: York Hoard and Pot Sherds
Readings: Chapter 56 (pp. 360 to 365) & Chapter 60 (pp. 385 to 390)
- 11 Mar – Wealth: Lewis Chessmen and Hebrew Astrolabe
Readings: Chapter 61 (pp. 392 to 397) & Chapter 62 (pp. 398 to 403)

Week 10: Heaven and Earth (AD 1200 to AD 1550)

- 23 Mar – Heaven: Holy Thorn Reliquary and Shiva/Parvati Sculpture
Readings: Chapter 66 (pp. 424 to 430) & Chapter 68 (pp. 437 to 442)
- 25 Mar – Earth: Tughra of Suleiman and Ming Banknote
Readings: Chapter 71 (pp. 458 to 463) & Chapter 72 (pp. 464 to 469)

Week 11: Economy and (In)tolerance (AD 1450 to AD 1700)

- 30 Mar – Economy: Mechanical Galleon and Double-Headed Serpent
Readings: Chapter 76 (pp. 491 to 496) & Chapter 78 (pp. 503 to 509)
- 01 Apr – (In)tolerance: Shi'a Parade Standard and Reformation Broadsheet
Readings: Chapter 81 (pp. 514 to 531) & Chapter 85 (pp. 552 to 558)

Week 12: Exploration and Exploitation (AD 1680 to AD 1820)

- 6 Apr – Exploration: Akan Drum and Hawaiian Feather Helmet
Readings: Chapter 86 (pp. 560 to 565) & Chapter 87 (pp. 566 to 571)
- 8 Apr – Exploitation: North American Buckskin Map and Jade Bi
Readings: Chapter 88 (pp. 572 to 579) & Chapter 90 (pp. 586 to 592)

Week 13: Empire (AD 1780 to AD 1914) + CLASS DEBATE

- 13 Apr – Empire: Ship's Chronometer and Victorian Tea Set
Readings: Chapter 91 (pp. 594 to 599) & Chapter 92 (pp. 600 to 605)
- 15 Apr – CLASS DEBATE
Readings: None

Week 14: Revolution (AD 1780 to AD 1914) + FINAL ESSAY

- 20 Apr – Revolution: Defaced Penny and Russian Revolutionary Plate
Readings: Chapter 95 (pp. 620 to 625) & Chapter 96 (pp. 628 to 633)
- 22 Apr – FINAL ESSAY
Readings: None

Week 15: Tolerance and Technology Today (AD 1914 to AD 2015)

- 27 Apr – Tolerance: Hockney's Print and Throne of Weapons
Readings: Chapter 97 (pp. 634 to 639) & Chapter 98 (pp. 640 to 645)
- 29 Apr – Technology: Credit Card and Solar-Powered Lamp
Readings: Chapter 99 (pp. 646 to 651) & Chapter 100 (pp. 652 to 658)

5. CLASS FORMAT

The course involves a mixture of lectures and discussions. All classes will be interactive: in my view, the role of the teacher is not to offer the right answers but to ask probing questions, especially in a course like this that deals with an exceptionally wide range of topics. So it will not be enough for you to come to class: you will need to be proactive and participate in the discussion. Naturally some of you will be shyer than others, which is fine (the best students are not always the most talkative). But you do need to interact with myself and with your peers.

Some of the periods and subjects discussed are debated and some of you will have strong views about them. Others will find the materials entirely alien. Both situations are normal because international history is a highly contested concept, especially when done through objects. Yet this is also why I expect you to come to class **after** having done the readings and ready to ask questions about concepts that are unclear to you. I make a conscious effort to invite discussion, so I will raise provocative questions and you should try to answer them.

During our discussions, it is imperative that you interact respectfully with your peers. As we will be covering topics for which several interpretations are possible, it is important that you understand that we all come to the class with different life experiences which shape our beliefs and different levels of prior exposure to the ideas and events discussed in this class. I will thus expect—and will not condone anything other than—an attitude of collegial respect.

6. TEXTBOOK

The book from which the readings are taken is:

Neil MacGregor

A History of the World in 100 Objects

London: Allen Lane, 2010

Companion Website (to look at the objects): www.bbc.co.uk/ahistoryoftheworld

Although this is a superb book, the idea of offering a history of *international relations* through objects is new. Because we will be covering over 2 million years of human endeavour and because a course such as this has never been offered before anywhere in the world, it is important that you acquire a good understanding of the basic facts underpinning the objects analyzed in the classroom. While I and the above book will help you in this, not everything can be covered in class, so you may also want to consult search engines such as ‘Google’, ‘Yahoo’ and ‘Wikipedia’, if and when you have doubts about a certain event. A course pack with the readings will be distributed to you in Week 1. The companion website mentioned above offers high-definition images and additional info on each of the objects covered in this course.

7. ASSESSMENT

- 1) Individual Presentation (20%): This will be a short, 10-minute presentation that each of you will deliver on any of the objects available on the companion website and **not** covered in the course. This is your chance to explain the underlying aspects of an object that you find interesting and/or problematic. After the presentation, the class and I will ask you questions. While some students are nervous about public speaking, this is a key part of your

development and the sooner you start, the better you will become at it. So do not be afraid!

Date: One presentation per class, beginning from Week 3. You will be able to sign up for a slot in Week 1 and 2.

2) Written Note (20%) Following your presentation, you will prepare a 500-word note explaining what your chosen object tells us about the historical period of the time when it was produced. Why have you chosen this object? Why is it important for the history of international relations? And what do you like about it? More information for preparing the essay will be given closer to the date.

Date: 4 March 2015

3) Class Debate (20%) During this in-class event, you will be divided into groups. Each group will be assigned a new object not seen in class and will be given information about it and the time to research it. In the second part of the exercise, each member of each group will explain a specific trait of their assigned object and elaborate on what the object tells us about the historical period of the time. Your group, its assigned object and more information for preparation will be given closer to the date.

Date: 15 April 2015

4) Final Essay (20%) This in-class essay will test your knowledge of the objects covered in the course and of their histories. Your abilities to situate the objects within their proper historical context will be assessed. You will be given a choice of ten objects seen in class, of which you will be asked to choose two. This is a pre-seen assessment, so the ten selected objects from which you can choose will be emailed to you 24 hours before the event. Neither cheat sheets nor written info of any kind will be allowed in the classroom.

Date: 22 April 2015

5) Participation (20%) Your participation grade will depend on the regularity of your attendance to class, on your punctuality and on your contribution to class debate (such as engaging with me when I ask questions and asking questions when your colleagues present). Unjustified absences will result in penalties as per AUW's policy.

Date: Your performance will be monitored from Day 1, but your final participation grade will be communicated to you in late April.

8. KEY DATES

Spring Break: 15-19 March 2015 (no classes)

Individual Presentations: One per class from Week 3 (sign up in Weeks 1 and 2)

Written Note: 4 March 2015

Class Debate: 15 April 2015

Final Essay: 22 April 2015

Participation: Monitored from Week 1

Attendance: Monitored from Week 1

9. GRADING SCALE

97 to 100 = A+	87-89 = B+	77-79 = C+	67-69 = D+
93-96 = A	83-86 = B	73-76 = C	63-66 = D
90-92 = A-	80-82 = B-	70-72 = C-	60-62 = D-
			< 60 = F (Fail)

Important: While marks matter and you should strive to obtain the best possible grade, the way you study is even more critical. In this course, factual knowledge is essential but insufficient to perform well; critical thinking is what will make the difference not only in terms of marks but also—and more importantly—in terms of your development. 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 problem. 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 debates. Remember: analytical reasoning without facts is impossible, but facts without any analytical framework are useless! Both are needed and will be required.

10. PLAGIARISM

Academic honesty is critically important and is expected of all of you at all times. For your information, definitions of and policies about academic honesty are detailed in the AUW Hand-out. Please read *carefully* the section on academic integrity on pages 13-16. Violations of academic honesty will result in failing grades for assignments and/or the entire course.

11. CLASS BEHAVIOUR

My assumption will be 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 there. Sometimes circumstances may 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 ensure that you do not read, use mobile devices or sleep in class, nor talk to students around you without good reason. Please also be sure to turn off all electronic devices. It is not appropriate to leave class in order to answer a call: if you feel that you have extenuating circumstances (e.g., a family emergency), please see me before class to discuss it.

I strongly 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. It is my job to help you understand the material and I will do whatever I can to make sure that you do.

12. RELEVANT PUBLICATIONS

'International History', 'The Economist', 'Foreign Affairs'