World History I: The Dawn of Civilization
History E-10a/W
Autumn 2016
(updated September 7, 2016)

Harvard University Extension School
phone: (617)495-4547
<http://hudce7.harvard.edu/~ostrowski>

instructor: Donald Ostrowski
office: 51 Brattle St. E-703
email: don@wjh.harvard.edu

Teaching Assistants:

course administrator: David Nicholson
email: dnicholson@post.harvard.edu
office hours: By appointment only

Robert Goggin
email: bobgoggin@gmail.com
phone: 617-625-6983
office hours: TueThur (5:00−6:00)

Karen J. Wilson
email: kjwontheisland@gmail.com
phone: 978-275-6927 (o); 978-255-2279 (h)

Discussion Sections (tentative schedules):

Mondays 6:30–7:30 (Wilson)
Sever Hall 204

Wednesdays 6:00–7:00 (Goggin)
Sever Hall 204

Thursdays 5:30−6:30 (Nicholson)
(online only)

Course Website: <https://canvas.harvard.edu/courses/18211>

Course Goals: To investigate ideas about world history to ca. A.D. 200, while reading critically, thinking logically, and questioning intelligently. To provide a method with which one might continue to study the artifacts of the human past and to encourage that study. As the philosopher of science Sir Karl Popper has written: "all teaching on the University level (and if possible below) should be training and encouragement in critical thinking." In this course every fact, assertion, and interpretation about history is open to reconsideration. Merely accepting authority, invoking political considerations, or agreeing with the instructor is neither necessary nor sufficient for determining one's own views. Such uncritical accepting, invoking, and agreeing are corrupting influences that tend to hinder the development of independent thinking. Ideas and arguments in this class will be accepted or rejected on the basis of three criteria: (1) logical coherence (i.e., no internal contradictions); (2) correspondence to external source testimony (i.e., no suppressed evidence); and (3) conceptual elegance (no unnecessary abstractions). For a fuller explanation, see my "Three Criteria of Historical Study" on the course web site

Undergraduate Student Grading and Deadlines:

	draft	*revised*	*TPQN*
10% First Writing Assignment (see p. 7)	Sep 13	Sept 27	Oct 11
20% Second Writing Assignment (see p. 8)	Oct 18	Nov 1	Nov 15
30% Third Writing Assignment (see pp. 9–10)	Nov 15	Nov 29	Dec 13
40% Final Examination		Dec 13	

The writing assignments provide you a chance to demonstrate your conceptual thinking ability. The questions for the writing assignments are on this syllabus. Prepare and write the essays on

your own. Hand them in on the designated due dates. The first date is when you should hand in the draft (for comments, no grade) of each assignment. The second date is when you should hand in the revised version (for grade). The third date is the *terminus post quem non* (TPQN), the date after which we will not accept any work on that assignment. The literal translation of that Latin phrase is "end after which not." You must hand in two versions of each writing assignment (a "draft" and a "revised" version) to receive a grade on that assignment. The schedule is set up to allow the teaching assistant one week to comment on, mark, and return your paper. Do not ask or expect or ask the teaching assistant to return your paper in under a week. If you abide by the scheduled due dates for "draft" and "revised" for each assignment, your paper will receive the grade it deserves. If, however, you wait and hand in the "draft" one week before the TPQN, your paper will receive a lower grade than it deserves (see Ground Rules, p. 13).

Graduate Student Grading and Deadlines

		draft	*revised*	*TPQN*
10%	First Writing Assignment (see p. 7)	Sep 13	Sept 27	Oct 11
5%	Proposal for Research Paper (see p. 10)	Oct 18	Nov 1	——
45%	Research Paper (see p. 11)	Nov 15	Nov 29	Dec 13
40%	Final Examination		Dec 13	

In the research papers you have a chance to demonstrate your conceptual thinking ability and develop your research skills. It will be up to you to develop your own research topic with the approval of the course assistant and instructor (see recommended topics on page 12). First, consult with your course assistant and/or the instructor about focusing on a topic. Then follow the guidelines in *A Guide to the ALM Thesis*, 7th ed., pp. 12–39. Prepare and write the proposals (3 pages or 750 words) and research papers outside of class and hand them in on the designated due dates (see pages 11–12 of this syllabus for further details). A proposal must be approved before we will accept the research paper itself. The first date is when you should hand in the draft (for comments, no grade) of each assignment. The second date is when you should hand in the revised version. The third date is the *terminus post quem non* (TPQN), the date after which we will not accept any work on that assignment. The literal translation of that Latin phrase is "end after which not." Each research paper should be around 6500 words (approximately 25 pages) long, and you should use 12-point font. You must hand in two versions ("draft" and "revised") of a proposal and two versions ("draft" and "revised") of the research paper to receive a grade on that research paper. You must hand in two versions of each writing assignment (a "draft" and a "revised" version) to receive a grade on that assignment. The schedule is set up to allow the teaching assistant one week to comment on, mark, and return your paper. Do not ask or expect or ask the teaching assistant to return your paper in under a week. If you abide by the scheduled due dates for "draft" and "revised" for each assignment, your paper will receive the grade it deserves. If, however, you wait and hand in the "draft" one week before the TPQN, your paper will receive a lower grade than it deserves (see Ground Rules, p. 13).

Definitions of "Draft" and "Revised" Versions:
The "draft" of a paper is defined as the first version handed in. The "revised" version of a paper is defined as the next version handed in that addresses the TA's or instructor's comments made on the "draft".

Note on Use and Citation of Sources:

The responsibility for learning the rules governing the proper use of sources lies with the individual student. In registering for a course, students agree to abide by the policies printed in on the Extension School website, which contains brief descriptions of plagiarism, cheating, and computer network abuse. Ignoring these policies may have unpleasant consequences. You will find an excellent introduction to proper citation in Gordon Harvey's *Writing with Sources: A Guide for Harvard Students*, 2nd ed. (Indianapolis: Hackett, 2008), which is also available online at <http://isites.harvard.edu/fs/docs/icb.topic624846.files/WritingSourcesHarvard.pdf>. See also *Harvard Guide to Writing with Sources* <http://usingsources.fas.harvard.edu/icb/icb.do>. For more information, see *Writing with Internet Sources: A Guide for Harvard Students* (2007), at: <http://isites.harvard.edu/fs/docs/icb.topic500638.files/Writing_with_Internet_Sources.pdf>. For format style, use the *Chicago Manual of Style*, 16th ed. (2010), a "quick guide" version of which is available online at <http://www.chicagomanualofstyle.org/tools_citationguide.html>. You may also find useful *A Guide to the ALM Thesis*, 7th ed. (2011), available on-line at <http://www.extension.harvard.edu/sites/default/files/file/ext_almg1.pdf>.

Guidelines for Writing-Intensive Courses:

According to Pat Ballanca, Coordinator of Writing-Intensive Courses:

"Writing-intensive courses at Harvard Extension offer students the opportunity to develop their writing skills in the context of a particular academic discipline, and they all feature common elements. Students will develop core writing skills, as defined by the instructor, in the discipline of the course;

–complete multiple writing assignments of varying lengths, at least 2 of which must be revised;

–produce a minimum of 10–12 pages of writing, exclusive of the required revisions, over the course of the term;

–meet at least once in individual conference (in person, by phone, or electronically) with the instructor or TA to discuss writing in progress; and

–receive detailed feedback on their drafts and revisions, on both content and expression."

Examination:

This course has only one exam – the final exam. The questions on the final exam will test your knowledge and critical thinking ability. The exam will be given in the classroom. You will have two hours on December 13 for the final exam. You will receive sample questions for the final exam.

To learn how proctored exams work for distance students, consult the following link, which explains in detail what your responsibilities are for arranging to take the exams. Students living in the New England area are expected to sit for the exams in Cambridge during the appointed class meeting time: http://www.extension.harvard.edu/distance-education/how-distance-education-works/academic-policy-exam-proctoring**.**

Required Reading:

These are the recommended editions for this class. I ordered these editions with two considerations in mind: (1) quality of the edition and (2) cost (computing over two semesters, since the same books will be used in the spring course).

Textbooks for Both Undergraduates and Graduate Students

(each of these textbooks will also be used in the spring 2017 course):

* Peter N. Stearns, Michael Adas, Stuart B. Schwartz, and Marc Jason Gilbert, *World Civilizations: The Global Experience*, vol. 1: *To 1750*, 7th ed. (New York: Pearson, 2014).
  World history textbook for the course 0-205-986293
* Alfred J. Andrea and James H. Overfield, *The Human Record: Sources of Global History*, vol. 1: *To 1500*, 8th ed. (Boston: Cengage Learning, 2015).
  Selections from primary sources 1-285-870236
* *Sources of the Western Tradition*, ed. Marvin Perry, 9th ed., Boston: Wadsworth, 2014, vol. 1: *From Ancient Times to the Enlightenment.*
  Selections from primary sources 0-495-91320
Primary Sources Supplement, vol. 1: *To 1750*, ed. Donald Ostrowski, Minneapolis/St. Paul, West Publishing, 1995 (*PSS*) <http://hudce7.harvard.edu/~ostrowski/dawnciv/upshur1.pdf>.

In addition, graduates students will be using the following text in both the fall and spring semesters:

* *Discovering the Global Past: A Look at the Evidence*, vol. 1: *To 1650*, 4th ed., edited by Merry E. Wiesner, William Bruce W. Wheeler, Franklin M. Doeringer, and Kenneth R. Curtis. Boston: Cengage Learning, 2011. 1-111-341428

Major Works for Both Undergraduates and Graduate Students

(these works are specific to the fall 2016 semester only):

* # *The Epic of Gilgamesh*, trans. Maureen Gallery Kovacs, Stanford University Press, 1989. ISBN 0-8047-1711-7 <http://www.ancienttexts.org/library/mesopotamian/gilgamesh>

* # *The Holy Bible: Revised Standard Version*, e-text available from the Electronic Texts Center, University of Virginia <http://quod.lib.umich.edu/r/rsv/browse.html>.

* Walpola Rahula, *What the Buddha Taught*, rev. ed., New York: Grove Weidenfeld, 1986.

* # *The Analects of Confucius*, trans. Arthur Waley, Vintage Books, 1989. ISBN 0-679-72296 <http://www.confucius.org/lunyu/lange.htm>

* # Plato, *The Republic*, 2nd ed., trans. Desmond Lee, Penguin, 1987. ISBN 0-14-044048-8 <http://classics.mit.edu/Plato/republic.html>

* # *The Bhagavad-Gita: Krishna's Counsel in Time of War*, trans. Barbara Stoler Miller. Bantam, 1986. ISBN 0-553-21365-2 <http://www.theosociety.org/pasadena/gita/bg-eg-hp.htm>

* # Marcus Aurelieus, *The Meditations*, translated by George Long, written A.D. 167. < http://classics.mit.edu/Antoninus/meditations.html>.

* = Available for purchase from on-line bookstores
# = Downloadable text available on-line (URL provided)

Date	Lectures	Readings
	A. *Introduction*	
Aug 30	1. Historical Methods and Approaches: The Historical Past and Virtual Pasts	*Website*: Ostrowski "Three Criteria" *Website*: Ostrowski, "Historian and the Virtual Past" *Website*: Wilson, "Critical and Creative Thinking"
	2. Big History, the Universe, and When It All Begin Video: Carl Sagan, "Cosmos," no. 10: *The Edge of Forever*	*Website:* Spier, "How Big History Works" Stearns 194–195
	B. *Origins of Civilization*	
Sept 6	1. "What Happened in History?" or Grand Theories in Search of Reality Video: James Burke, "The Day the Universe Changed," no. 10: *World within Worlds*	Stearns 4–27 Andrea P-1–P-14
	2. Agriculture and the Origins of Civilization: From Egalitarian to Patriarchal Society Video: Jacob Bronowski, "The Ascent of Man," no. 2: *The Harvest of the Seasons* (pt. 1)	Stearns 28–36 # *Gilgamesh* Perry 16–22 Andrea 1–13, 80−82 *Website:* Hammurabi cf. Wiesner, chap. 1
Sept 13	3. The Two Lands of the Nile and the Origins of One God Video: Abba Ebban, "Heritage: Civilization and the Jews," no. 1: *A People Is Born* **DRAFT OF FIRST WRITING ASSIGNMENT DUE** (undergrads) **DRAFT OF FIRST WRITING ASSIGNMENT DUE** (grad students)	Stearns 36–41, 45–47 *Website:* Akhenaton # *Genesis* Perry 10–16 Andrea 18–22, 37–42 # *PSS* 7–9 cf. Wiesner, chap. 3
Sept 20	4. The Hebrews and Their Covenant with God Video: Abba Ebban, "Heritage: Civilization and the Jews," no. 2: *The Power of the Word*	Stearns 43–45 # *Exodus* *Website:* David *Website:* Blackburn, "Hebrews" Perry 23–43 Andrea 60–64, 83–86, 194–197 cf. Wiesner, chap. 2

Sept 27 — 5. Buddhism: Extinguishing the Flame of Desire — Stearns 132–134
Guest lecturer: Lina Verchery, Ph.D. candidate, Harvard Divinity School — *Website:* Buddha
Video: Ronald Eyre, "The Long Search," — Rahula 91–138
no. 3: *Buddhism: Footprint of the Buddha—India* — Andrea 74–79, 169–171
REVISED FIRST WRITING ASSIGNMENT DUE (undergrads) — cf. Wiesner, chap. 5
REVISED FIRST WRITING ASSIGNMENT DUE (grad students)

Oct 4 — 6. Nomads: Sophisticated Cultures on the Move — *Website:* "Nomadic Challenges"
Video: Jacob Bronowski, "The Ascent of Man," — # *Analects* (1st half)
no. 2: *The Harvest of the Seasons* (pt. 2)

Oct 11 — 7. Confucianism: The Leader as Role Model — Stearns 56–67, 80–101
Video: "Lost Civilizations," no. 6: *China: Dynasties of Power* (cc) — *Website:* Confucius
***Terminus post quem non* for Revisions of First Essay** (undergrads) — # *Analects* (2nd half)
***Terminus post quem non* for Revisions of First Essay** (grad students) — Andrea 30–37, 88–92
98–101, 128–137
cf. Wiesner, chap. 4

C. *Indo-European Cultural Connections*

Oct 18 — 1. Ancient Athens: Intellectual, Artistic, and Commercial Achievement — Stearns 102–110
Video: "Great Cities of the Ancient World": *Life, Times and Wonder of Athens and Ancient Greece* — *Website:* Sappho; Socrates
DRAFT OF SECOND WRITING ASSIGNMENT DUE (undergrads) — # *Republic* (1st half)
DRAFT OF RESEARCH PROPOSAL PAPER DUE (grad students) — Andrea 49–54, 101–116
Perry 44–85, 91–99
cf. Wiesner, chap. 3

Oct 25 — 2. Alexander the Great and the Legacy of Hellenism — Stearns 110–123
Video: "Archaeology," no. 1: *Who Was Cleopatra?* (cc) — *Website:* Alexander
Republic (2nd half)
Perry 100–103
Andrea 116–125, 149−154

Nov 1 — 3. God Dreaming: The Origins and Early Development of Hindu Culture — Stearns 48–56, 124–132, 134–145
Video: Ronald Eyre, "The Long Search," — *Website:* Asoka
no. 2: *Hinduism: 330 Million Gods* — # *Bhagavad-Gita*
REVISED SECOND WRITING ASSIGNMENT DUE (undergrads) — Andrea 22–29, 44–48,
REVISION OF RESEARCH PROPOSAL DUE (grad students) — 65–71, 139–140
PSS 10–13
Meditations
cf. Wiesner, chap. 2

Nov 8	4. Bread and Circuses: The Rise and Fall of the Roman Republic the Roman Republic Video: "Lost Civilizations," no. 7: *Rome: The Ultimate Empire* (cc)	Stearns 146–153 *Website:* Cleopatra Perry 104–130 Andrea 130–139 cf. Wiesner, chap. 4
Nov 15	5. The Origins of Christianity and the Early Roman Empire Video: *The Synoptic Problem* ***Terminus post quem non* for Revisions of Second Essay** (undergrads) **DRAFT OF THIRD WRITING ASSIGNMENT DUE** (undergrads) **DRAFT OF RESEARCH PAPER DUE** (grad students)	Stearns 153–163 # *Gospel of Mark* Perry 131–145, 147–154, 172–178 Andrea 155–168, 213–221 # *PSS* 31–35
Nov 22	Thanksgiving Day Break	
Nov 29	6. The Dead Sea Scrolls in Relation to Judaism and Christianity Video: "Nova": *Dead Sea Scrolls* **REVISED THIRD WRITING ASSIGNMENT DUE** (undergrads) **REVISION OF RESEARCH PAPER DUE** (grad students)	Stearns 164–172 # *Gospels of Luke* and *Matthew* Perry 170−172 Andrea 198–203

D. *Core Cultures on Other Continents*

Dec 6	1. Africa: Kingdom of Kush and Civilization of the Bow Video: Basil Davidson, "Africa," no. 2: *Mastering a Continent*	Stearns 41–43 Andrea 32–33
	2. Core Cultures of the Pacific Rim: Japan and North and South America	Stearns 171–172, 204−206

E. *Summing Up World History I*

Dec 13 **Final Examination** (80 multiple-choice questions)

To learn how proctored exams work for distance students, consult the following link, which explains in detail what your responsibilities are for arranging to take the final exam. Students living in the New England area are expected to sit for the exam in Cambridge during the appointed class meeting time:
http://www.extension.harvard.edu/distance-education/how-distance-education-works/academic-policy-exam-proctoring**.**

***Terminus post quem non* for Revision of Third Essay** (undergrads)
***Terminus post quem non* for Revision of Research Paper** (grad students)

First Writing Assignment
(2½ pages) (625 words) (10% of final grade)

On the course web site are three sets of readings: one on Hammurabi, one on Akhenaton and one on David. Each of these sets includes a primary source and two historians' interpretations on the topic. Pick one of the sets—either on Hammurabi or on Akhenaton or on David—then follow these instructions.

You are to write two-and-one-half (2½) pages, which will contain a total of five (5) double-spaced paragraphs—two on the first page, two on the second, and one on the third. The first paragraph will be an introduction (which you may want to write last). This introductory paragraph provides some orientation to the reader for what follows and a statement of the main theme of your essay. The next three paragraphs are to be brief summaries of each major section within the set you have chosen. Thus, for the Hammurabi set of readings, you will write one paragraph summarizing the selection from the primary source, the *Code of Hammurabi*, one paragraph summarizing the selection from the historian James H. Breasted, and one paragraph summarizing the selection from the historian Sabatino Moscati. If you choose the Akhenaton set of readings, write one paragraph summarizing the primary source, *A Hymn to Aton*, one paragraph summarizing the selection from the historian James H. Breasted, and one paragraph summarizing the selection from the historian Donald B. Redford. If you choose the David set of readings, you will write one paragraph summarizing the selections from the Bible, one paragraph summarizing the selection from the historian Henri Frankfurt, and one paragraph summarizing the selection from the archaeologist Kathleen Kenyon. The wording in your summaries should be as neutral as you can make it—no editorializing and no value judgments either explicit or implicit. These paragraphs are your presentation of the evidence. Present the evidence fairly.

In your fifth paragraph, you will briefly recapitulate your main theme and point out evidence from the summary paragraphs that relate to this theme. Briefly give your own opinion about the set of readings you have just summarized. Ideally, whatever you mention in the fifth paragraph, you should have previously referred to in one of the first four paragraphs. Make sure there is some correlation between your first (introductory) paragraph and your fifth (concluding) paragraph.

This exercise is meant to fulfill two purposes: (1) to allow you to demonstrate that you know the difference between presentation of evidence, on the one hand, and analysis and interpretation, on the other; and (2) to give you practice in succinct summarizing and characterization of what you have read.

Second Undergraduate Writing Assignment
(5 pages) (1250 words) (20% of final grade)

Choose one (1) of the following major works that you are reading for this course.

Gilgamesh	*Genesis* and *Exodus*
Buddha's Sermons	*The Analects of Confucius*

Write a critique (**not** a book review) of the work or some aspect of the work. A critique involves analyzing the work or some part of the work in a logical manner. You can focus on the internal structure of the work either in terms of outlook, message, bias, or some other aspect of the work you consider significant. You can compare the various parts of the work to each other in this respect. Your analysis should involve the use of a logical argument (see below). You can then interpret your analysis of the evidence by stating what you think it means. Place your analysis in a historical context by relating your findings, whenever you can, to the lectures, videos, discussions, and other readings in the course. Thus, the framework of your essay will look something like this:

1. Introduction (describe the focus of your essay)
2. Presentation of evidence (summary of important points)
3. Your analysis of the evidence (logical argument)
4. Your interpretation (historical context)
5. Conclusion (recapitulation of theme)

You may modify this framework if you have a good reason to do so, but, for the most part, the general outline of your essay should follow it. This exercise is meant to focus on the development of a logical argument based on the evidence. **In contrast to the 1st assignment, straight summary should be kept to a minimum in this assignment.**

Formulating a Logical Argument

A logical argument is a chain of reasoning, such that if the premises are accepted, then the conclusion must be accepted. An example of a chain of reasoning formulated in the early fifth century A.D. follows. It is from Augustine's *Confessions* and is an argument against astrology:

> I turned my attention to the case of twins, who are generally born within a short time of each other. Whatever significance in the natural order the astrologers may attribute to this interval of time, it is too short to be appreciated by human observation and no allowance can be made for it in the charts what an astrologer has to consult in order to cast a true horoscope. His predictions, then, will not be true, because he would have consulted the same charts for both Esau and Jacob and would have made the same predictions for each of them, whereas it is a fact that the same things did not happen to them both. Therefore, either he would have been wrong in his predictions or, if his forecast was correct, then he would not have predicted the same future for each. And yet he would have consulted the same chart in each case. This proves that, if he had foretold the truth, then it would have been by luck, not by skill.

The outward signs of a logical argument can include "if..., then..." phrases, and words like "therefore" and "thus." Sometimes these words and phrases are only implicit. Other times, these words and phases are used even when there is no logical argument. In the passage above, Augustine uses two "if..., then..." constructions and one "[t]herefore." The point is, unless the argument is a fallacious one and, therefore, not logical, the only way to avoid acceptance of the conclusion is to attack the premises or dispute the evidence used.

Third Undergraduate Writing Assignment
(8 pages) (2000 words) (30% of final grade)

Since the Second Writing Assignment, you have read the four following major works:

The Republic of Plato *The Meditations of Marcus Aurelius*
Bhagavad-Gita *Synoptic Gospels*

That makes a total of eight that you have read since the beginning of the course. Choose two (2) of the eight major works that you have read for this class, **excluding** the one that you wrote about in your Second Writing Assignment. Compare and analyze them in terms of outlook, focus, message, biases, or some other aspect you consider significant. In your comparison of the two works, you will want to make a point-by-point analysis rather than presenting the evidence of one, then the evidence of the other. This means you will have to think about which points you consider most important for comparison purposes. The next step is to interpret what you have just analyzed by saying what you think it means. Then, as with the Second Writing Assignment, place your analysis and interpretation in a historical context by relating your findings, whenever you can, to the lectures, videos, discussions, and other readings in the course. Thus, the framework of your essay will look something like this:

1. Introduction (describe the focus of your essay)
2. Point-by-point presentation of aspects of the two major works (summary of important points)
3. Your analysis of the evidence (logical argument)
4. Your interpretation (historical context)
5. Conclusion (recapitulation of theme)

You may modify this framework if you have a good reason to do so, but, for the most part, the general outline of your essay should follow it. This exercise is meant to focus on the construction of an interpretation based on a logical argument of the evidence.

Constructing an Interpretation

Your assignment is to construct an interpretation to explain a set of primary source evidence. You might, for example, begin your essay by analyzing the points of view of the authors of the chosen books. You could then present your own point of view on an aspect or aspects of world history. An interpretation is an explanation of something. While it can involve use of, and be based on, logical argument, it goes beyond the argument itself to try to elucidate why something is the way it is. An interpretation in historical study can take the form of a narrative or analysis, but it should, in any case, fulfill the requirements of a hypothesis that can be tested against the evidence, with more research.

An example of an analytical interpretation follows. It is taken from Garrett Mattingly, *The Armada* (p. 397), in which Mattingly explains what is and what is not significant about the defeat of the Spanish Armada in 1588 at the hands of the English:

> Historians agree that the defeat of the Spanish Armada was a decisive battle, in fact one of the Decisive Battles of the World, but there is much less agreement as to what it decided. It certainly did not decide the issue of the war between England and Spain. Though no fleet opposed Drake, ... the war dragged itself out for nearly fourteen years more ... and ended in no better than a draw. Some historians say that the defeat of the Armada "marked the decline of the Spanish colonial empire and the rise of the British." It is hard to see why they think so. By 1603, Spain had not lost to the English a single

> overseas outpost, while the English colonization of Virginia had been postponed for the duration. Nor did the Armada campaign "transfer the command of the sea from Spain to England." English sea power in the Atlantic had usually been superior to the combined strengths of Castile and Portugal, and so it continued to be, but after 1588 the margin of superiority diminished. The defeat of the Armada was not so much the end as the beginning of the Spanish navy.

Mattingly characterizes his interpretation in the last line and presents this explanation as a way of understanding the evidence and the logical surmises we make from that evidence. The statement that the Armada represented the beginning of the Spanish navy is also a hypothesis that can be tested against the evidence.

Graduate Research Proposal

(3 pages) (750 words) (5% of final grade)

In your proposal, which should be 3 pages long, you need to indicate a tentative title for your research paper. Then devote a paragraph to each of the following points:

1. General introduction to the topic
2. Description of research question(s)
3. Description of tentative answer (hypothesis)
4. Types of sources you plan to use to test your hypothesis
5. Broader implications of your research

Include a working bibliography with works cited, works consulted (with a one-line annotation), and works to be consulted.

For format style, use the *Chicago Manual of Style*, 16th ed. (2010), a "quick guide" version of which is available online at <http://www.chicagomanualofstyle.org/tools_citationguide.html>. You may also find useful *A Guide to the ALM Thesis*, 7th ed. (2011), available on-line at <http://www.extension.harvard.edu/sites/default/files/file/ext_almg1.pdf>.

Graduate Research Paper
(25 pages) (6500 words) (45% of final grade)

In your research paper, follow the standard format for an expository essay. State your hypothesis up front. Provide a roadmap for the reader to show how you will present the results of your research. Then close with a conclusion that recapitulates your hypothesis and any modifications that you have made in it along the way. You may choose to research further an aspect of one of the following controversies that will be discussed in the lectures:

– Piltdown hoax: who did it?
– The Bible as historical source
– Diffusion and development of material culture in ancient China
– Harappan civilization: the Aryan vs. Dravidian controversy
– Buddhist scholarship: is Enlightenment gradual or does it occur suddenly?
– Origins of Greek thought: the Bernal theory
– Dead Sea Scrolls issues

Or you may choose one of the topics from *Discovering the Global Past* to develop further:

– "The Need for Water in Ancient Societies"
– "Writing and Power: Defining World-Views"
– "Representing the Human Form"
– "Han and Rome: Asserting Imperial Authority"

Another possible topic concerns Big History and the various attempts to encompass it:

– Chaisson, Eric J. *Cosmic Evolution: The Rise of Complexity in Nature*. Cambridge, MA: Harvard University, 2001.
– Christian, David. *Maps of Time: An Introduction to Big History*. Berkeley: University of California Press, 2004.
– Christian, David. "History and Time." *AJPH: Australian Journal of Politics and History* 57, no. 3 (2011): 353−364.
− Christian, David, Cynthia Brown, and Craig Benjamin. *Big History: Between Nothing and Everything*. New York: McGraw-Hill, 2013.
– McNeill, J. R. and William H. McNeill. *The Human Web: A Bird's-Eye View of World History*. New York: W. W. Norton, 2003.
– Spier, Fred. *The Structure of Big History: From the Big Bang until Today*. Amsterdam: Amsterdam University Press, 1996.
– Spier, Fred. *Big History and the Future of Humanity*. Chicester: Wiley-Blackwell, 2010.
– Spier, Fred. "How Big History Works: Energy Flows and the Rise and Demise of Complexity." *Social Evolution and History* 4, no. 1 (2005): 87–135.

For a description of what Big History is and for further bibliography, check the University of Amsterdam's web site: <http://www.iis.uva.nl/english/object.cfm?objectID=21E38086-9EAF-4BB2-A3327D5C1011F7CC>.

Or you may pick a topic or topics of your own with the approval of your course assistant or the instructor.

Ground Rules

This syllabus is a statement of intent and not a legal contract. As such, I reserve the right to change or modify it, but changes or modifications will be done only with fair warning.

At the Extension School, Harvard University standards apply across the board for courses, including amount of reading assigned and in the grading of papers and exams. This course is no exception and is meant to be challenging.
We will do what we can to accommodate individual needs, but on no account will we allow standards to be compromised.

The course is writing intensive, which means you will have a chance to practice your writing skills and receive comments on your essays more than in the usual history course. It does not mean that we guarantee to make you a better writer, nor will you be evaluated on your writing skills, except insofar as lack of such skills negatively affects the articulation of your ideas. Becoming a better writer, just like learning in general, is up to you. The world of learning is open to you and the process is never ending. One of the aims of this course is to provide you a means to continue studying history on your own after the course is over. We will do our best to assist you in the learning process, but in the end what you get out of the course is mainly up to you.

There are fourteen 2-hour classes in this course. Even if I wanted to I could not possibly cover all of world history during class time. What I can do is select certain topics and go into a little more depth than the readings provide. One of the aims of this course is to inspire you to investigate aspects of world history on your own. I will try to provide you some indication of what to look for and how to orient yourself when undertaking that further investigation. I firmly believe that every person benefits from learning to be their own historian. As a result, the human community benefits as well. For that to happen, however, you must not uncritically and unquestioningly adopt someone else's interpretations, but instead you must think things through for yourself and come to your own conclusions. That is why I place so much emphasis on method, as opposed to so-called "facts." Facts as such are not given but are frequently the result of some historian's (biased) interpretation and (faulty) argument. It is up to you to spot the biases and fallacies and to ascertain the evidence for yourself.

Since the time is limited, I cannot engage in extended class discussions while giving the lecture. I do encourage you to ask questions in terms of points of clarification and contributing to general understanding. If you have a point or points of dispute with something in the lecture (that is, you understand what I am saying but you do not agree with it), I am more than willing to discuss the issues with you outside class. But class time is short and we should all try to use it efficiently. Besides, you can always bring these questions up in discussion section.

Give us *one week* to grade your assignment. We would prefer that you not ask special favors in terms of getting your paper back in less time. You may, however, hand in your assignments earlier than the deadlines. We will mark the drafts with a ✓–, ✓, or ✓+. The ✓– means a total rewrite is necessary and you should talk with your teaching assistant about it. A ✓ means you are headed in the right direction but substantial changes are required. A ✓+ means your essay is almost there in terms of getting a good grade. It does not, however, guarantee an A on the next version. If you choose not to hand in a revised version after you have done the draft, we will count the assignment as incomplete and will enter the following equivalent grades for computation of your final course grade: ✓– = E; ✓ = D; ✓+ = C. Please consider this as an incentive to complete the assignments.

Reconmmended Films Fall 2016
The Dawn of Civilization

Date	*Film*	*Lecture*
September 7	*Jurassic Park* (1993) [127 min.]	Early Life
September 14	*The Egyptian* (1954) [139 min.]	Ancient Egypt
September 21	*David and Bathsheba* (1951) [116 min.]	The Hebrews
September 28	*Little Buddha* (1993) [121 min.]	Origins of Buddhism
October 5	*Grass: A Nation's Battle for Life* (1925) [71 min]	Nomads
October 12	*The Emperor's Shadow* (1996) [116 min.]	Ancient China
October 19	*Helen of Troy* (1956) [118 min.]	Ancient Greece
October 26	*Alexander the Great* (1956) [141 min.]	Hellenic Greece
November 2	*Asoka* (2001) [155 min.]	India
November 9	*Cleopatra* (1934) [100 min.]	Roman Republic
November 16	*Gladiator* (2000) [171 min.]	Early Roman Empire
November 30	*Gospel according to Matthew* (1964) [136 min.]	Relation of Christianity to Judaism
December 7	*Whale Rider* (2002) [101 min]	Other Continents

*All showings begin at 1:00 p.m. Wednesdays at 1 Story Street #306. I selected films on the basis of three criteria: relevance for that week's lecture; quality of treatment of the historical topic; and length of running time (the longest film is 2 hours 51 minutes, but most are around 2 hours long). Viewing the films is entirely optional, and you need not attend the showing. Almost all of these are available on DVDs that can be rented or bought. After the film showing on Wednesday, they will be posted for a limited time on the course website.