

## 课程详述

### COURSE SPECIFICATION

以下课程信息可能根据实际授课需要或在课程检讨之后产生变动。如对课程有任何疑问，请联系授课教师。

The course information as follows may be subject to change, either during the session because of unforeseen circumstances, or following review of the course at the end of the session. Queries about the course should be directed to the course instructor.

1.	<b>课程名称 Course Title</b>	人类学视野下的全球史 Global History: New Anthropological Perspectives
2.	<b>授课院系 Originating Department</b>	社会科学中心 Center for Social Sciences
3.	<b>课程编号 Course Code</b>	SS158
4.	<b>课程学分 Credit Value</b>	2
5.	<b>课程类别 Course Type</b>	通识选修课程 General Education (GE) Elective Courses
6.	<b>授课学期 Semester</b>	春季 Spring
7.	<b>授课语言 Teaching Language</b>	英文 English
8.	<b>授课教师、所属学系、联系方式 (For team teaching, please list all instructors)</b>	Dr. Giulio Ongaro 青年会士, Junior Fellow 南方科技大学人文社会科学荣誉学会 Society of Fellows in the Liberal Arts, SUSTech e-mail: ongaro@mail.sustech.edu.cn
9.	<b>实验员/助教、所属学系、联系方式 Tutor/TA(s), Contact</b>	无 NA
10.	<b>选课人数限额(可不填) Maximum Enrolment (Optional)</b>	30

11. 授课方式 Delivery Method	讲授 Lectures	习题/辅导/讨论 Tutorials	实验/实习 Lab/Practical	其它(请具体注明) Other (Please specify)	总学时 Total
学时数 Credit Hours	32				32
12. 先修课程、其它学习要求 Pre-requisites or Other Academic Requirements	无 NA				
13. 后续课程、其它学习规划 Courses for which this course is a pre-requisite	无 NA				
14. 其它要求修读本课程的学系 Cross-listing Dept.	无 NA				

### 教学大纲及教学日历 SYLLABUS

#### 15. 教学目标 Course Objectives

This course will take on the broad sweep of human history from an anthropological perspective, highlighting the great social and cultural diversity of human experience. Standard accounts of global history depict human society evolving from stage to stage in unilinear fashion: egalitarian hunter-gatherers gave way to hierarchical agricultural societies before the rise of cities and, later, the establishment of states. New archaeological and anthropological discoveries are gradually challenging such picture: the trajectory of human history, it turns out, has been much more diverse and unpredictable than previously imagined. The course will delve into anthropological phenomena that showcase this diversity, such as seasonal variation among hunter-gatherers, 'play agriculture' in Amazonia, egalitarian cities in Ukraine, pirate networks in the Indian Ocean, urban revolutions in Mesoamerica, and stranger-kings across the Pacific. It will place these topics within contemporary anthropological and archaeological theory. Additionally, it will dig deep into extended case studies that allow a better grasp of key theoretical debates in anthropology. These will include agriculture in prehistoric Australia, the neolithic site of Göbekli Tepe, and the history of the Chinese cities of Taosi and Shimao, among others. The leitmotif running through each topic of the course is the capacity of collective intentionality in shaping human history. The course will view historical phenomena as windows into the social flexibility of the human past as well as accounts that throw insights into the possibilities of the future.

传统世界史的编纂模式通常将人类早期社会描绘成以单线方式从一个阶段发展到另一个阶段：从流动的狩猎采集群体，到等级森严的农业社会，从第一批城市的兴起到国家的产生。新的考古学和人类学发现正在逐渐挑战这样的线性标准：事实证明，人类历史的轨迹比想象的更为多样化和不可预测。本课程将从人类学的角度对人类历史进行广泛的研究，突出人类社会经验的复杂性和文化多样性，以理解集体意向性是如何塑造人类历史的。课程将研究展示这种多样性的人类学现象，例如狩猎采集者的季节性迁徙、亚马逊流域的农业实践、乌克兰的平等主义城市、印度洋的海盗、中美洲的城市革命以及横跨太平洋的“陌生人”国王。此外，课程将深入挖掘拓展案例，包括澳大利亚史前时期的农业、土耳其哥贝克力石阵的新石器时代遗址、中国的陶寺和石峁遗址，以及东南亚佐米亚地区的历史，以期学生能够更好地掌握人类学与考古学中的关键理论。该课程将历史现象视为了解人类社会过去，以及洞察未来可能性的窗口。

#### 16. 预达学习成果 Learning Outcomes

Upon completion of this course, students are expected to:

- Acquire comprehensive knowledge about the latest anthropological and archaeological theories and debates around the grand narratives of global history
- Acquire knowledge about the major shifts and transition in global history
- Acquire comprehensive knowledge of the variability of human social organization and place each topic in comparative perspective

完成本课程的学习后，学生能够：

全面了解最新的人类学和考古学理论，并围绕全球史的宏大叙事进行辩论；

了解全球史上的重大转变和转型；

全面了解人类社会的变迁，并能用比较视野审视每个主题。

17. 课程内容及教学日历（如授课语言以英文为主，则课程内容介绍可以用英文；如团队教学或模块教学，教学日历须注明主讲人）

**Course Contents (in Parts/Chapters/Sections/Weeks. Please notify name of instructor for course section(s), if this is a team teaching or module course.)**

Weekly Schedule		
<i>Note: All readings and course materials will be available on Blackboard</i>		
Week	Topic	Readings
Week 1	<p><b>The power of origin myths</b> 世界的起源</p> <p>Origin myths the world over are not merely stories about the past; they are also templates for a society's present and future. Modern society has built itself upon an Enlightenment myth of social progress, which posits that society advanced from small bands of hunter-gatherers to more complex and hierarchical agricultural societies, before giving way to cities and states. Contemporary archaeology and anthropology are now questioning this picture. In this first week we will take a close look at the Enlightenment origin myth, introduce the main themes of the course, and explore all that's at stake in the study of global history.</p>	<p><i>The Dawn of Everything</i> (Graeber and Wengrow), chapter 1-2</p>
Week 2	<p><b>The world of hunter-gatherers 1</b> 狩猎采集群体 1</p> <p>For about 98% of its history, humanity lived by hunting and gathering. This week, we will take a broad look at hunter-gatherer studies, with a focus on sub-Saharan Africa. We will ask whether hunter-gatherer societies that have been studied by anthropologists in the 20<sup>th</sup> century are truly representative of the distant past or whether they have been shaped by more recent socio-political changes. We will look in particular at gender</p>	<p>Sahlins (1966) 'The original affluent society', in <i>Man the Hunter</i></p>

	relations and egalitarianism, classic topics in the field.	
Week 3	<p><b>The world of hunter-gatherers 2</b> 狩猎采集群体 2</p> <p>Digging deeper into the past, we examine recent archaeological findings on hunter-gatherer societies, focusing on North America. The emerging evidence shows that the world of hunter-gatherers was extremely diverse. Challenging earlier portrayals of 'tiny egalitarian bands', we will look at examples of hierarchical hunter-gatherer societies, seasonal variation in political organization and at large social networks spanning continents.</p>	Graeber and Wengrow (2021) <i>The Dawn of Everything</i> , chapters 3-4-5
Week 4	<p><b>The agricultural revolution?</b> 农业革命</p> <p>Did the beginning of the practice of agriculture mark a profound shift in human social organization, leading to hierarchy and militarization? While this has been the prevailing account coming from ancient Mesopotamia, archaeologists have now discovered that it is far from a universal one. We take a close look at 'play farming' in Amazonia, where societies went in and out of agriculture, without letting ecological factors determining social organization. We will take stock of how big an impact modes of production can have on social life, especially in relation to egalitarianism and hierarchy.</p>	Graeber and Wengrow (2021) <i>The Dawn of Everything</i> , chapter 6-7
Week 5	<p><b>Prehistoric Australia – extended case study</b> 拓展案例：澳大利亚史前农业</p> <p>The discussion of the role of agriculture in history is particularly lively in Australia, where the discovery of ancient systems of irrigation has sparked new debate over the timeline of the social transformation of indigenous Aboriginal societies. We will consider all the nuances of the so-called 'Dark Emu debate' and what's at stake in it.</p>	Pascoe (2018) <i>The Dark Emu</i> , chapters 1-2
Week 6	<p><b>The first cities</b> 第一批城市的出现</p> <p>Starting from the neolithic 'meta-sites' of Ukraine and Moldova, we will look at how the discovery of egalitarian cities is overthrowing the equation of early cities with kings and warrior elites. We will also look at theories about the origin of cities and consider the hypothesis that cities emerged as the contraction, in a single physical space, or already existing imagined communities.</p>	Graeber and Wengrow (2021) <i>The Dawn of Everything</i> , chapter 8
Week 7	<p><b>Göbekli Tepe – extended case study</b> 拓展案例：土耳其哥贝克力石阵</p> <p>The discovery in the 1990s of Göbekli Tepe, a megalithic site dating back to 9500BC, shook the</p>	"Dietrich, Olivier, Manfred, Notroff and Schmidt (2012) 'The role of cult and feasting in the emergence of Neolithic communities. New evidence from Göbekli Tepe, south-eastern Turkey.' <i>Antiquity</i> 86

	<p>world of archaeology. In a period previously considered as solely dominated by small bands of hunter-gatherers, Göbekli Tepe stands out as an anomaly. How could groups of nomadic hunter-gatherers have established such a huge settlement? For what purpose? We will delve into some of the theories archaeologists have put forward to answer these questions.</p>	<p>(333): 674–95.”</p> <p>“Haklay, Gil and Avi Gopher. 2020. ‘Geometry and architectural planning at Göbekli Tepe, Turkey.’ <i>Cambridge Archaeological Journal</i> 30 (2): 343–57.”</p> <p>“Notroff, Oliver and Schmidt (2016) ‘Gathering of the dead? The early Neolithic sanctuaries at Göbekli Tepe, southeastern Turkey.’ In Colin Renfrew, Michael J. Boyd and Iain Morley (eds), <i>Death Rituals, Social Order, and the Archaeology of Immortality in the Ancient World</i>. Cambridge: Cambridge University Press, pp. 65–81.”</p>
Week 8	<p><b>Taosi and Shimao – extended case study</b> 拓展案例：中国陶寺与石峁遗址</p> <p>Concluding our three-week series on ancient cities, we will take a close look at the Chinese neolithic sites of Taosi and Shimao. What these cities reveal is a series of eventful social transformations, going from expansion to implosion, and then from a rigid class system to a more equitable system of self-governance. We look at the various hypotheses that have been advanced to account for these shifts, ranging from epidemics to urban revolutions.</p>	<p>Graeber and Wengrow (2021) <i>The Dawn of Everything</i>, chapter 9</p>
Week 9	<p><b>Colonialism and slavery</b> 殖民主义与奴隶制</p> <p>As it is widely acknowledged, one of the most significant shifts in global history was marked by the European discovery of the Americas, and the ensuing system of slavery and colonialism. We will take a big-picture approach at the impact of the Columbian exchange after 1492, and what it meant for the rest of the world.</p>	<p>Mann (2011) <i>1493: how Europe’s discovery of America revolutionized trade, ecology and life on Earth</i></p>
Week 10	<p><b>A global history of violence</b> 全球暴力浪潮</p> <p>Were the waves of atrocity and violence brought about by colonialism something novel in world history or did they exist on a continuum with the past? We will take a look at the current anthropological debate over changes in modes and rates of violence from prehistory to modern times. We will also look at the reasons why this debate is proving to be a particularly controversial one.</p>	<p>Fry (2013) <i>War, Peace and Human Nature</i>, chapter 1</p>
Week 11	<p><b>Revolutions</b> 革命</p> <p>Starting from Marxist historian C. L. R. James’ account of the Haitian revolution – the uprising that led to the foundation of a state free from slavery and from the rule of white colonizers – we will cover various anthropological theories on the role of revolutions in history, their impact, and their</p>	<p>James (1938) <i>The Black Jacobins</i>, chapters 1-2</p>

	consequences on the world stage. We will also tackle the question of what counts as a 'revolution'.	
Week 12	<p><b>Kings and queens</b> 王权</p> <p>From the BaKongo and Shilluk kingdoms of Africa to that of Fiji in Oceania, this week will explore what kingship is, anthropologically and historically. As we will see, kings and queens are symbols for more than just sovereignty. Their study offers a unique window into fundamental dilemmas concerning the very nature of power, meaning, and the human condition.</p>	Graeber and Sahlins (2017) <i>On Kings</i> , chapter 3
Week 13	<p><b>The rise of states</b> 国家的产生</p> <p>And how did the state arise? But more importantly: what ultimately is a 'state'? This second question, on which the first depends, has been subject of intense anthropological debate. We will see that the 'state' indicates an amalgam of elements of domination that showed huge cross-cultural variability. From ancient Egypt to the Aztec and the Inka, this week's lesson will offer a taste of the diversity of authoritarian structures throughout history.</p>	Graeber and Wengrow (2021) <i>The Dawn of Everything</i> , chapter 10
Week 14	<p><b>The history of Zomia – extended case study</b> [guest lecture by prof. Jianhua Wang] 拓展案例：东南亚佐米亚地区的历史</p> <p>Focusing on the history of the Akha people living in highland Southeast Asia (an area called 'Zomia'), prof. Wang from Yunnan Minzu University will recount the story of societies who, until recently, consciously decided to live in remote mountain areas outside of lowland political control, in conditions of egalitarianism, swidden farming and orality. The story will offer an example of how states and non-state societies have influenced and shaped each other historically.</p>	Scott (2009) <i>The art of not being governed</i> , Introduction and chapter 1
Week 15	<p><b>Presentations and wrap-up1</b> 课堂展示与课程总结</p>	
Week 16	<p><b>Presentations and wrap-up2</b> 课堂展示与课程总结</p>	

18. 教材及其它参考资料 Textbook and Supplementary Readings

All course materials above will be available on Blackboard.

课程评估 ASSESSMENT

19. 评估形式                      评估时间                      占考试总成绩百分比    违纪处罚                      备注

Type of Assessment	Time	% of final score	Penalty	Notes
出勤 Attendance		15%		
课堂表现 Class Performance		15%		Students should actively participate in the question analysis and discussion during the class. Raising or answering questions are encouraged and will be awarded with bonus for any critical and/or innovative debates, while silence in the class will be penalized in the final scores.
小测验 Quiz				
课程项目 Projects				
平时作业 Assignments		20%		It is a 10-15 minute presentation on an article aligned with one of the topics discussed at class (the article can be chosen from a list).
期中考试 Mid-Term Test				
期末考试 Final Exam		50%		Students will submit at least one essay during the term, answering to one of the proposed questions (possible essay topics will be announced at most classes). Each essay will contain no less than 2000 words and no more than 4000 words (English).
期末报告 Final Presentation				
其它（可根据需要改写以上评估方式） Others (The above may be modified as necessary)				

20. 记分方式 GRADING SYSTEM

- A. 十三级等级制 Letter Grading  
 B. 二级记分制（通过/不通过） Pass/Fail Grading

课程审批 REVIEW AND APPROVAL

21. 本课程设置已经过以下责任人/委员会审议通过  
This Course has been approved by the following person or committee of authority