

IDST89

Bones, Borders, and Bureaucracy: Statehood in Mesopotamia, Xinjiang, and Beyond

University of North Carolina, Chapel Hill

Fall 2020

Zoom Link (TTh 3:30-4:15):

<https://unc.zoom.us/j/92295439364>

Instructors:

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Syllabus updated 9/28/20

COURSE DESCRIPTION

This course looks at conceptions of state and subjecthood across Asia from antiquity to the modern world using the disciplinary perspectives of Archaeology, History and Public Policy. From the first city-states in Mesopotamia, China, and the Indus Valley to the establishment of the modern nation-state and the concept of national identity in China, Turkey, and others, this course explores how conceptualizations of leaders, economies, violence, and borders differ through time and space, with a special focus on case-studies across Asia. Students will be asked to think critically about multidisciplinary approaches to the topic of state and subjecthood, from fundamental questions such as “How do these disciplines define ‘the state’ and in what ways may these definitions differ?” to questions concerning the applications and consequences of these definitions to the modern world.

Students will be repeatedly asked to reorient their perspectives in order to explore familiar and unfamiliar concepts and case-studies, while being exposed to multidisciplinary methods of scholarly inquiry and analysis. Additionally, students will be expected to actively engage with the course material through response papers to scholarly articles, in-class discussions and debates, and a semester-long project, where they will apply the multidisciplinary approaches discussed over the course of the semester to a case-study of particular personal interest.

IF SAKAI IS DOWN: Use the Google Drive folder (send instructors your gmail so we can give you access) and Youtube channel).

Youtube: https://www.youtube.com/channel/UC0fN7BH_VHstQlmqrmKWLSw?view_as=subscriber

COURSE GOALS

- Thoughtfully engage in discussions
- Critically and creatively engage with academic and popular texts
- Provide thoughtful written analysis of topics incorporating class concepts
- Access and utilize university resources

GRADE COMPONENTS

ATTENDANCE AND PARTICIPATION	20%
SKILL-BUILDING EXERCISES	10%
3 SHORT ESSAYS	30%
MAP QUIZZES	5%
FINAL ESSAY	20%
PRESENTATION	15%

Connect ideas across disciplines to gain more thorough understanding of course topics

DESCRIPTIONS OF GRADE COMPONENTS

Attendance and Participation

Class discussion on readings is central to the course. Students will be graded on both attendance and their level of engagement with the topics and participation during class discussions. The grade will also incorporate preparedness for class and familiarity with assigned readings. As this will be an online course only, participation in discussions, including Breakout Room discussions, is absolutely essential. Following watching the recorded lectures, students are expected to answer a few questions on Sakai Quizzes that will be asked throughout the lectures. Following the completion of weekly/daily readings, students will also be expected to respond to a set of questions intended to kickstart discussion during class. These responses will be posted to Forums on Sakai and the completion of this exercise will count towards the Attendance and Participation portion of the grade.

Skill-Building Exercises

The course has breaks in the lecture schedule to include virtual field trips and sessions aimed at preparing students to fully utilize university resources and develop analytical skills. Assignments associated with those excursions and trainings will help develop analytical and research skills.

Map Quizzes

Understanding geographic contexts of historical case studies is essential for grounding comprehension. Students will have short map quizzes covering place names in ancient Asia, Asia in the age of empires circa 1860, and modern political divisions in Asia.

Short Essays

Students will engage what they have learned in the first three units of the course by writing 3-4 page essays on tangible case studies of leaders, economies, and militaries. Instructors will provide students with a set of questions that students can choose to write about. These papers will reflect topics learned and give students chances to hone writing skills on topics of interest.

Final Essay

Students will deeply engage with a single topic, expanding upon one of their three short essays. A series of essay-developing assignments, which will be incorporated in the final essay grade, will help students develop ideas to expand on one of their short essays. Papers will either compare and contrast leadership strategies, economic systems, or systems of monopolized violence within different states, or look at how different systems interact within a single state. Papers will be 10-12 pages in length and have a corresponding presentation. All of the class essays will be combined into a visual presentation, pinned to a digital map to demonstrate both the diversity and broader geospatial and temporal relationships between states.

Presentation

To engage student and practice presentation skills, students will craft a presentation to inform their peers on the topics of their final papers. Presentations will be 10-15 minutes in length and incorporate the context and thesis of their papers.

COURSE EXPECTATIONS

Students are expected attend discussion on time and prepared, having completed the assigned readings and listened to the recorded lecture. Readings will be posted on Sakai and will include both scholarly and popular media articles. Late papers will be deduced 5% for each late day. All regrade requests must be made in writing to the professor. **Please be aware, a re-grade may result in a lower score.** Though computers will be necessary as this is now an online course, they are expected to be used as note-taking devices and Zoom-ing devices only. Cell phone use is not permitted.

ATTENDANCE POLICY

Students are expected to attend all class periods. No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

- Authorized University activities
- Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)

Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

This is expected to be a strange semester as we all try to navigate life during COVID19. If you experience difficulties, please reach out to the instructors and we will try to assist you. This class will be fully online, but we recognize that students are living in dorms and attending other classes in person. Let us know if you have concerns or become ill during the semester. Your health comes first.

ACCESSIBILITY RESOURCES

UNC-Chapel Hill facilitates the implementation of reasonable accommodations for students with learning disabilities, physical disabilities, mental health struggles, chronic medical conditions, temporary disability, or pregnancy complications, all of which can impair student success. See the ARS website for contact and registration information: <https://ars.unc.edu/about-ars/contact-us>

HONOR CODE

Students are bound by the Honor Code of the University in all aspects of this course. The submission of work signifies understanding and acceptance of those requirements. Plagiarism will not be tolerated.

SYLLABUS CHANGES

The professors reserve the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

OFFICE HOURS

All office hours will be conducted through Zoom. Office hours are by far the best way to communicate with your course instructor and TA. We schedule this time to be free from other distractions and are available and ready to help with whatever questions or concerns you have about the class or material. Office hours are an under-used resource! Please visit us early in the semester, don't wait until after the mid-term to start coming to office hours. These are available on a first-come-first-serve basis, no appointment necessary. If you would like to speak with an instructor but have a conflict with the scheduled time slot, please reach out. Communicating by email is an acceptable alternative if you don't need an immediate response, and your question or comment can be addressed in a few lines of text.

Please allow us at least a full business day to respond to your email.

More difficult or lengthy questions should be discussed during office hours or in class. Please attend the office hours of the instructor you want to talk with.

Arianne Ekinci, Thurs 11:15-12:15. <https://unc.zoom.us/j/98169667903>

Christine Mikeska, Tues 10am. <https://unc.zoom.us/j/92759618711>

Adams Nager, Friday 10am-12pm <https://unc.zoom.us/j/91434253722>.

COURSE SCHEDULE			
Date	Topic	Reading	Assignment Due Dates
Week 1 TUES 8/11	INTRODUCTIONS Introductions (Us!) Review Syllabus Review Sakai		
THURS 8/13	INTRODUCTION TO METHODS Introductions (You!) Archaeology, History, & Public Policy		Mind Map Assignment Begin studying for 1st map quiz
UNIT 1: Leadership and Administration			

<p>Week 2</p> <p>TUES 8/18</p> <p>THURS 8/20</p>	<p>Introduction to Library Resources at 3:00pm</p> <p>Lectures for both Tuesday and Thursday will be up by today, so watch 2 lectures (30 minutes each) before Thursday and do the assigned readings. Lecture topics are “Early Bronze Age in Mesopotamia” and “Early Bronze Age in the Indus Valley”</p> <p>WHO RUNS THE STATE? IDEOLOGIES OF LEADERSHIP</p> <p>Comparing EBA Mesopotamia and the Indus Valley Civilization</p>	<p>Watch Lectures before doing readings</p> <p>Suter 2014 “Kings and Queens: Representations and Reality”</p> <p>Roaf 2014 “Mesopotamian Kings and the Built Environment”</p> <p>Vidale 2010 “Aspects of Palace Life at Mohenjo-Daro”</p>	<p>MAP QUIZ #1: Bronze Age and Landscapes</p>
<p>Week 3</p> <p>TUES 8/25</p> <p>THURS 8/27</p>	<p>NO CLASS</p> <p>Methods</p> <p>Methods activity</p>		
<p>Week 4</p> <p>TUES 9/1</p> <p>THURS 9/3</p>	<p>THE STATE PERSPECTIVE</p> <p>Using State-based sources</p> <p>Mapping out institutions and power structures</p> <p>Skill Exercise:</p> <p>Reading for Data</p> <p>STATES ON THE GROUND</p> <p>Institutions in practice; Levels of governance;</p>	<p>James Millward, Chapter 3 <i>Eurasian Crossroads: A History of Xinjiang</i></p> <p>Laura Newby, Intro + Chapter 7 <i>The Empire and the Khanate: A Political History of Qing</i></p>	<p>MAP QUIZ #2: Asia in the Age of Empires</p>

	Overlapping political communities and realms of power.	<i>Relations with Khoqand c. 1760—1860</i>	SKILL EXERCISE #1: Reading for Data
Week 5 TUES 9/8	AGENCY, POLICY, & DECISIONS Who really makes decisions? Agency, policy-makers, veto-points Informal and formal institutions. Skill Exercise: Reading to answer a question	Adam A. Anyebe. (2018). An Overview of Approaches to the Study of Public Policy.	SKILL EXERCISE #2: Reading to answer a question
THURS 9/10	COLLECTIVE ACTION PROBLEMS Approaches to solving policy problems	<i>Governing the Commons.</i> Elinor Ostrom. Pp 1-8, 38-71	
UNIT 2: Economics and Trade			
Week 6 TUES 9/15	MIDDLE BRONZE AGE PT. 1 + “INTERNATIONAL” TRADE Case-Studies: Trade between Mesopotamia and the Indus Valley + Assyrian Trade Colonies	Possehl, G. L. (2002). The Indus civilization: a contemporary perspective. Rowman Altamira. -- Chapter 12 Wengrow, D. (2018). <i>What Makes Civilization?: The Ancient Near East and the Future of the West.</i> - Ch 1, 2, 3 Kenoyer et al. (2013) “A new approach to tracking connections between the Indus Valley and Mesopotamia...” Radner, K. (2015). Ancient Assyria: a very short introduction. Oxford University Press. - Chapter 2 sections titled "Kanes: a 'harbour' in Central Turkey" & "Assyrian Trade in Anatolia"	1ST SHORT ESSAY DUE
THURS 9/17		Watch Lecture before doing readings	

	<p>AGRICULTURAL ECONOMIES AND STATE MAKING</p> <p>Case-Study: Agricultural Economy</p>	<p>Paulette, T. (2016). Grain, storage, and state making in Mesopotamia (3200-2000 BC). <i>Storage in Ancient Complex Societies: Administration, Organization, and Control</i>, 85-109.</p> <p>Paulette, T. (2013). Pastoral systems and economies of mobility. <i>Models of Mesopotamian landscapes: how small-scale processes contributed to the growth of early civilizations (Bar international series 2552)</i>. <i>Archaeopress, Oxford</i>, 130-139</p> <p>Arbuckle, B. S. (2014). The rise of cattle cultures in Bronze Age Anatolia. <i>Journal of Eastern Mediterranean Archaeology & Heritage Studies</i>, 2(4), 277-297</p>	<p>Do exercise for Paulette 2016 or Arbuckle 2014</p>
<p>Week 7 TUES 9/22</p>	<p>PRODUCTIVITY & THE STATE</p> <p>What is GDP? Comparative Advantage v. Absolute Advantage. Reversal of Fortune. Economic growth/change.</p> <p>Skill Exercise: Reading for an argument</p>	<p>Gertner, Jon. Rise and Fall of the GDP. May 13, 2010. <i>NY Times Magazine</i>.</p> <p>Todd Buchholz. 1989. <i>New Ideas From Dead Economists</i>. Introduction and Chapter 2.</p>	<p>SKILL EXERCISE #3: Reading for an argument</p>
<p>THURS 9/24</p>	<p>PRODUCTIVITY & THE STATE</p> <p>What does it mean to be productive? What factors predict growth?</p>	<p><i>Escaping the Resource Curse</i>, Ch 1. P1-14. Macartan Humphries, Jeffrey Sachs, and Joseph Stiglitz. 2007</p> <p>Peter Pham. Is there a Secret Growth Hormone Added to China’s Economy? March 6 2018. Forbes. https://www.forbes.com/sites/peterpham/2018/03/06/is-there-a-secret-growth-hormone-added-to-chinas-economy/#34d22bde3f13</p>	

<p>Week 8 TUES 9/29</p> <p>THURS 10/1</p>	<p>ECONOMY & STATE CREATION Economics, of political systems state structures, and social formation</p> <p>Skill Exercise: Mapping out a chapter/article</p> <p>RESOURCES & POWER Resources and infrastructure; Economic migration; Markets influence on political and social systems</p>	<p>Kwangmin Kim, <i>Borderland Capitalism</i> Introduction & Chapter 2 s</p> <p>Judd Kinzley, "The Relics of Empire: Resource Extraction and the Making of Modern Xinjiang." <i>Cross-Currents: East Asian History and Culture Review</i>, ISSN 2158-9666, 09/2018, Issue 28, pp. 138 - 154</p>	
<p>UNIT 3: Monopoly of Violence</p>			
<p>Week 9 TUES 10/6</p> <p>THURS 10/8</p>	<p>PHILOSOPHY OF STATES AND VIOLENCE Hobbes and theory of original state, Violence of Anarchy, Consent of the Governed. The production, leisure, and warfare game.</p> <p>Organizing Violence in Action The State of Nature Game, Paying for Protection, Scarcity and Cooperation, Bases for Taxation</p>	<p>Weber, Max. <i>Vocation of Politics</i>. Hobbes vs. Locke: The State of Nature. The-Philosophy.com.</p> <p>Economics without Illusions. Joseph Heath. Ch 1. Capitalism is Natural.</p>	<p>2ND SHORT ESSAY DUE</p>
<p>Week 10 TUES 10/13</p>	<p>MIDDLE BRONZE AGE Pt. 2 + WARFARE Introduction to the Middle Bronze Age Mesopotamia Pt. 2 (Babylon)</p> <p>Case-Studies: Mohenjo-Daro "Massacre" & The Destruction of Hasanlu</p> <p>Skill Exercise:</p>	<p>Watch lecture BEFORE doing readings</p> <p>Muscarella, O. W. (1989). Warfare at Hasanlu in the Late 9th Century BC. Expedition, 31(2), 24.</p> <p>Dyson, R. H. (1989). Rediscovering Hasanlu. Expedition, 31(2-3), 3-11.</p>	

<p>THURS 10/15</p>	<p>Comparing 2 Arguments</p> <p>Law, Order, and Human Sacrifice?</p> <p>Case-Studies: Royal Cemetery of Ur & the Rule of Law</p>	<p>Burge, Katherine. "Last Day at Hasanlu" Expedition Magazine 60.1 (2018): n. pag. Expedition Magazine. Penn Museum, 2018</p> <p>Wooley, S. C. L. (1934). Ur Excavations 2: The Royal Cemetery. <i>New York</i>.</p> <p>Baadsgaard, A., Monge, J., Cox, S., & Zettler, R. (2011). Human sacrifice and intentional corpse preservation in the Royal Cemetery of Ur.</p> <p>Charpin (2010) The Status of the Code of Hammurabi</p>	<p>SKILL EXERCISE #4: Comparing 2 Arguments Baadsgaard et al. 2011 vs. Wooley 1934</p>
<p>Week 11 TUES 10/20</p>	<p>TERRITORIALITY</p> <p>How do states claim territory? How do we define territory? How do they back up territory claims?</p> <p>Skill Exercise: Crafting Research Questions</p> <p>TERRITORIALITY</p> <p>How do states claim territory? How do we define territory? How do they back up territory claims?</p>	<p>Justin Jacobs, Introduction & Chapter 5, <i>Xinjiang and the Modern Chinese State</i></p> <p>James Millward, "Reeducating Xinjiang's Muslims" http://www.chinafile.com/library/nyrb-china-archive/reeducating-xinjiangs-muslims</p>	<p>SKILL EXERCISE #5: Crafting a Research Question</p> <p>MAP QUIZ #3: Asia in the 21st Century</p>
<p>UNIT 4: Overlapping Authority</p>			
<p>Week 12 TUES 10/27</p>	<p>LATE BRONZE AGE & MAKING AN EMPIRE</p> <p>Introduction to the Late Bronze Age in Southwest Asia (+ Egypt) Case Studies: Making an Empire (Hittite "Vassalage")</p>	<p>Watch Lecture before doing readings</p> <p>Altman (2003) Rethinking the Hittite System of Subordinate Countries from the Legal Point of View</p>	

<p>THURS 10/29</p>	<p align="center">BROTHERHOOD OF KINGS</p> <p>Case Study: International Relations and a Brotherhood of Kings</p> <p align="center">No Lecture</p>	<p>Ross et al (2019) Anatolian Empires</p> <p>Pearson (2010). Rameses II and the Battle of Kadesh</p> <p>Pollock. Brotherhood of Kings. Introduction</p> <p>Westbrook. (2000) Babylonian diplomacy in the Amarna Letters.</p> <p>Charpin (2010) Controlling Cross-Border Traffic</p>	<p align="center">3RD SHORT ESSAY DUE</p>
<p>Week 13 TUES 11/3</p>	<p align="center">HISTORY</p> <p>Governments in exile; Stateless states; Refugees & citizens in diaspora</p> <p>Skill Exercise: Write an Abstract</p>	<p>Justin Jacobs, "Exile Island: Xinjiang Refugees and the "One China" Policy in Nationalist Taiwan, 1949–1971"</p>	
<p>THURS 11/5</p>	<p align="center">HISTORY</p> <p>Centralized states, or nodal communities?; Different ways of conceptualizing political communities</p>	<p>Rian Thum, "Modular History: Identity Maintenance before Uyghur Nationalism"</p>	<p align="center">SKILL EXERCISE #6: Write an Abstract</p>
<p>Week 14 TUES 11/10</p>	<p align="center">Meeting with Instructors</p>		
<p>THURS 11/12</p>	<p align="center">States and Corporations</p> <p>Corporate Institutions, Economic and technological growth, Policies for Harnessing Science, Global Semiconductor Industry Overview</p>	<p>NYTimes Articles on Japan, China, and Taiwan Semiconductor industries</p>	

Week 15 TUES 11/17	What comes after the nation-state?		FINAL ESSAY DUE
THURS 11/19	PRESENTATIONS 12:00 to 3:00		

UNDERGRADUATE GRADING POLICY	
A	<p>Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development.</p> <p>The A grade states clearly that the students have shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.</p>
B	<p>Strong performance demonstrating a high level of attainment for a student at a given stage of development.</p> <p>The B grade states that the student has shown solid promise in the aspect of the discipline under study.</p>
C	<p>A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development.</p> <p>The C grade states that, while not yet showing unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.</p>
D	<p>A marginal performance in the required exercises demonstrating a minimal passing level of attainment.</p> <p>A student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.</p>

F For whatever reason, an unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content.

A grade of F should warrant an advisor's questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.