

History 1112
Survey of World History/Civilization II
Summer 2011 M-F 7:30 am—9:45am

Dr. Elaine MacKinnon
Office: 3222 TLC/678-839-6048
Office hours: M-F, 2pm—3pm, or by appointment
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Required Texts:

Robert Strayer, *Ways of the World: A Brief Global History With Sources, Volume II: Since 1500.* Bedford/St. Martin's, 2009 (online study guide at bedfordstmartins.com/strayer)

Karl Marx and Friedrich Engels, *The Communist Manifesto*, Bantam Classic, 1992 (also available online through the Marxists Internet Archive)

Lydia Chukovskaia, *Sofia Petrovna* Translated by Aline Werth, Northwestern University Press, 1988

Purpose of the Course and Learning Outcomes:

The course is designed to introduce students to the history and heritage of World Civilizations and to the profession of history. We will survey major political, economic, social, and intellectual developments in world history from 1500 to the present. Students will gain a chronological sense of major historical events and movements as well as an understanding of why and how they took place. The course will examine the histories of specific civilizations, cultures, and world regions, but also study the interactions of these peoples and societies over time, wherein lie the roots of today's global interdependence. Students will compare ways of life, cultural expression, and forms of basic institutions in separate cultures, and try to understand the factors which have produced both commonalities and differences in human societies. There will be an emphasis on the achievements and impact of Western civilization, from which our own American society is derived, but we will be examining it in a global context, seeking interconnections and exchanges between the West and the rest of the world. Due to the enormous expanse of time and events to be covered, and the fact that this course is being offered in a one-month summer session, the course represents only a selection of topics, cultures, and regions. A major emphasis is going to be put upon methodologies for studying world history, particularly the use of film, primary source documents, visual artifacts and material culture, role-playing and simulation activities, internet resources, debates and group discussions, etc.

Class discussions and textbook readings will give you a general chronological framework. The course will introduce you to the process of historical study and the variety of ways in which historians attempt to understand and depict the past. You will learn to identify and distinguish between primary and secondary sources of historical knowledge and understanding. In addition to studying history, you will develop critical thinking and communication skills, and learn to effectively interpret, compare, criticize, and question important issues of both past and present. You will learn to differentiate between fact and interpretation in historical analysis and discussion. You will improve basic verbal and written skills by taking part in class discussions and by constructing essay arguments based on historical evidence. You will be learning how to read comprehensively, take notes, and derive meaning from texts. You will learn about the variety of ways in which one can study history and investigate different types of historical sources. The idea is not just to memorize the "facts" of history, but to be able to think about them, synthesize them, and formulate your own interpretations based on them. These are skills that will be invaluable to you in other courses as well as in your future career path.

Format: The course format is designed to be a combination of lecture, discussion, and activities, organized around specific themes. **A major part of your grade will come from your participation in classroom activities and discussions. This is a course designed for active learning, not just passively listening to lectures.** Therefore, attendance is mandatory! If you miss more than one class your grade will suffer and more than two absences may put you in jeopardy of failing the course. You are expected to take part in the discussion, ask questions, and contribute commentary. The purpose of class is to help you to understand the movement of history and the factors which shape it, not simply to give out facts. Lectures and discussions are

intended as a supplement to, not a replacement for the textbook; they will cover material contained in the readings but will also provide additional information and insight.

Grading:

First Hourly Exam	25%
Second Hourly Exam	25%
Final Exam	30%
Explorer Assignment	10%
Class Participation, Writing Assignments and quizzes	10%

A. Examinations:

You will have two hourly exams to be administered during class and one final exam scheduled during the two-hour final exam slot on June 30. Exams may consist of map, matching, fill-in-the blank, term identification, and essay/discussion questions. The essay question will be given to you in advance. For the essay, you may bring to class notes written out on three large index cards and photocopies of primary source materials that you would like to use in answering it. The exam questions will be drawn from lectures, the textbook, assigned document readings, class discussions, and films and documentaries shown in class. The final will not be cumulative.

B. Explorer Assignment:

Students will have to conduct a self-guided, or guided online exploration of a specific historical place. You will need to explore the foundations, connections and significance of the place, and write up a report. You may explore one of the three locations of virtual walking tours (Alhambra Mosque, Suleymaniye Mosque or Dome of the Rock) at the Aramco World website <http://www.saudiaramcoworld.com>, or use Google Earth and locate a site from the regions we have studied, and explore historically significant elements through this program. ALL SITES must be APPROVED by the Instructor.

Each report must be 750-1000 words analyzing the following elements:

1. The historical context or setting: Where is the place you are analyzing, why is the location important, how is it connected to other historically important developments; what is the time period in which you are tracing this site.
2. The predominant society/culture associated with the place, and evidence that shows their unique imprint on the place. If there is more than one major society, explain the relationship between/among them.
3. Consideration of how the place, buildings or cultures and societies changed over time, and why.
4. Analyze how the place, buildings, location can be used as a way of understanding the culture or societies connected with it. An example would be to explore how the palace of Versailles offers insight into the nature of absolutism and the personality of King Louis XIV of France.

Papers will be graded on the following rubric:

1. Analysis of the historical setting: Needs to include specific references from the texts or documents used in the class: 25%
2. Analysis of the predominant society and its place in world history. Was it related to a big or small state, what role did any of the following play: religion, trade, empire-building, culture, warfare, economic development: 25%
3. Analysis of historical change: How did the place change over time, what evidence did you see or can you point to in order to show this change: 25%
4. Overall format, clarity of writing, appropriate use of references and evidence from the course, the site, and class: 25%

The Explorer assignment paper is due at the beginning of class, on Monday, June 27.

C. Class Participation and Quizzes:

On various days you will work in groups on different projects, which may include leading class discussion of the assigned documentary and visual sources, of the supplemental readings, as well as participating in debates, investigations, and simulations. You will be expected to participate in daily

activities and this may include bringing in written responses to questions given in class or to requests for materials to be brought in from outside that are related to the topics being studied. You may also be asked to write response papers to the films shown in class.

There will be occasional quizzes or writing assignments based on the readings, particularly the two supplemental readings, *The Communist Manifesto* and *Sofia Petrovna*. For *Sofia Petrovna*, you will do a writing assignment that will ask you to compare a film portrayal of Stalinism (shown in class) to the book, and a comparison of the main characters in the film and the novel.

Study Tips:

Read! Read! READ! Take written notes as you read the textbook and supplemental readings. Do not just highlight. Writing down information in your own words helps you to learn it better! Write out definitions of the terms listed at the end of each chapter. After you have completed your assigned readings and taken written notes, do the following:

Take notes in class!!! You do not need to write down everything the instructor says, but you should note down key terms, events, and persons discussed. Then after class you can go back to the textbook and try to determine their meaning and their significance for world history. Try to write in your own words what is most important about them and how they connect to the key themes in the chapter. In particular, note down the terms, concepts, and individuals discussed in class, and go back to the textbook and try to write a paragraph in your own words about the meaning and significance of the term, based on both the textbook and the class discussion. Class discussions help you to identify what are the most important themes, events and persons from the assigned chapter, and thereby help you to narrow down what you need to concentrate on when studying for the exams. If you need help in learning how to take notes, please speak with me. The Excel Center offers helpful seminars as well as tutors who can work with you to build better study skills and improve your notetaking abilities.

ASK QUESTIONS IF YOU DO NOT UNDERSTAND!!! IF YOU ARE TOO SHY TO ASK IN CLASS, THEN EMAIL ME YOUR QUESTIONS OR CATCH ME AFTER CLASS. COME TO MY OFFICE HOURS FOR HELP!!!

Assignments:

Students are expected to have completed the assigned readings prior to each session and be able to discuss them. Remember--Class participation not only enhances your learning experience but it counts up to 10% of your final grade. You may expect quizzes on the assigned readings. Some of the readings are lengthy, so plan ahead and budget your time accordingly. Try not to fall behind! All written assignments are due on the specified date.

Cheating Policy and Plagiarism:

I expect each student to understand and to comply with the University of West Georgia's policies on Academic Honor and Academic Dishonesty. They may be found in the Student Handbook, on the web at <http://www.westga.edu/documents/catalongs.php>. Anyone caught cheating or helping someone to cheat will be asked to leave the class and will receive a course grade of "F." Plagiarism, or claiming someone else's work as your own, will result in failure. This rule is in effect for all assignments, examinations, quizzes, and extra credit work.

Attendance:

STUDENTS ARE EXPECTED TO ATTEND EVERY CLASS. Make every effort to be in class and on time. You are responsible for all materials and announcements presented in class. If you must be absent, be sure to get the notes from a classmate. **More than one unexcused absences can lower your final grade.** For every unexcused absence beyond two, points may be deducted from your final average. More than three may lead to a W/F. Absences due to illness or school business will be excused only if you have a written note signed by a physician or a supervising coach or faculty member. **Being late to class or leaving class early can also lower your grade. Two tardies will count as one unexcused absence, and the same for leaving early.**

You are counted as tardy if you come into class after roll has been taken. If you are tardy, it is your responsibility to inform me of your presence at the end of class.

Students who need to leave early must provide an excuse before the class begins. Anyone who leaves class without providing an excuse will be marked absent and will receive a grade of zero on any assignment given that day, even if the student completed that assignment.

Be aware: besides helping you to learn more, regular attendance and punctuality can work in your favor in borderline grading situations and conversely, poor records in either can work against you.

Class attendance is vital if you wish to do well in the course. **DOCUMENTARIES AND FILMS SHOWN IN CLASS AS WELL AS QUIZZES AND WRITING ASSIGNMENTS WILL NOT BE MADE UP.** Exams come from both the textbook and from lectures, so you must be able to study both the text and your classroom notes. **Note:** Please show courtesy to your fellow students. Disruptive behavior (read: eating and drinking, texting, carrying on conversations, doing Facebook, reading the newspaper, etc.) will not be tolerated and will count as an unexcused absence. Cell phones, pagers, headphones, and all other electronic devices must be turned off during class. I will confiscate any that I hear going off. During exams, if you have an electronic device that goes off or that you bring out for any reason, you will receive an automatic failure for the exam and you will be asked to leave. I allow laptop computers to be used in class, but only for notetaking; students using them for other purposes will be asked to shut them down. No computers are allowed during exam days, nor may computers be open when quizzes are being taken.

ADDITIONAL NOTE: I RESERVE THE RIGHT TO MODIFY THIS SYLLABUS AT ANY TIME DURING THE COURSE OF THE TERM, PARTICULARLY REGARDING THE COURSE READINGS, ASSIGNMENT, AND EXAM SCHEDULES. IF I NEED TO MAKE MAJOR CHANGES THEN I WILL ISSUE A NEW OR REVISED SYLLABUS.

Office Hours:

My office is Room 3222 in the Technology Learning Center. I will hold office hours each day from 2 pm until 3:00 pm, or by appointment. My office phone number is 678-839-6048; my e-mail address is emcclarn@westga.edu. If my office hours are not convenient for you, then make an appointment with me for a different time.

Tentative Course Outline and Readings Assignments

Monday, June 6: Introduction to the Study of World History/The World in 1500—Comparison, Connectivity, Change

Readings: Text, Introduction: “Working With Primary Sources,” xxxvii-xli and Prologue, “Considering World History,” xliii-xlvi

Recommended Reading for background: Text, Chapter 13

Question for Discussion: What are the “webs of connection” among peoples, regions, and societies in 1500?

Tuesday, June 7: Empires and Encounters

Readings: Text, Chapter 14, 625-651

Text, Ch. 14, Visual Sources, “Considering the Evidence: The Conquest of Mexico Through Aztec Eyes,” 664-671

Question for Discussion: Why did the European empires in the Americas have such an enormously greater impact on the conquered people than did the Chinese, Mughal, and Ottoman Empires?

Wednesday, June 8: European Oceanic Expansion and Global Commerce/Slavery and the Slave Trade

Readings: Text, Ch. 15, pp. 673-699

Text, Ch. 15, Documents, “Considering the Evidence: Voices from the Slave Trade,” 700-710

Reading on Coffee, accessible through the James Ford Bell Library at

<http://bell.lib.umn.edu/Products/Products.html>

Question for Discussion: How should we distribute the moral responsibility for the Atlantic Slave Trade? Is this a task appropriate for historians?

Thursday, June 9: Revolutions in Religion and Science

Readings: Text, Ch. 16, pp. 721-748

Text, Ch. 16, Documents, Considering the Evidence: "Luther's Protest," 749-751 and "Debating Confucianism," 754-755

Text, Ch. 16, Visual Sources, Considering the Evidence: "Global Christianity in the Early Modern Era," 761-769

Question for Discussion: In what ways did the spread of Christianity, Islam, and modern science shape world history in this era?

Friday, June 10: The Atlantic Revolution

Readings: Text, Ch. 17, 779-790

Text, Ch. 17, Documents: Considering the Evidence: "The French Revolution and the "Rights of Man", 806-808

Text, Ch. 17, Visual Source: Considering the Evidence: "Representing the French Revolution," 817-823

Question for Discussion: In what ways can we compare the North American, French, and Haitian Revolutions? Which do you think had more significance for world history?

Monday, June 13: Hourly Exam #1, 7:30-8:30 am/Class resumes at 9:00 am

The Echoes of the Atlantic Revolution

Readings: Text, Ch. 17, 790-805

Text, Ch. 17, Documents, "Claiming Rights," 809-816

Tuesday, June 14: Revolutions of Industrialization

Readings: Text, Ch. 18, 825-854

Text, Ch. 18, Visual Sources, Considering the Evidence, "Art and the Industrial Revolution," 867-875

Question for Discussion: What was revolutionary about the Industrial Revolution? What did humankind gain from the Industrial Revolution and what did it lose?

Wednesday, June 15: *The Communist Manifesto* and European Marxism

Readings: Marx and Engels, *The Communist Manifesto*, all

Text: Ch. 18, Documents, Considering the Evidence: "Varieties of European Marxism," 855-866

Thursday, June 16: Colonialism and Empire

Readings: Text, Ch. 20, 923-949; Text, Visual Sources, Considering the Evidence, "The Scramble for Africa," 960-967

Question for Discussion: Was colonialism and colonial rule a transforming, even a revolutionary experience, or did it serve to freeze or preserve existing social and economic patterns? What evidence can you find to support both sides of this argument?

Friday, June 17: World War I

Readings: Text, Ch. 21, 977-988

Visual Sources, Considering the Evidence, "Propaganda and Critique in World War I," 1019-1027

Document Sources: Private Donald Fraser, Canadian Expeditionary Force: Selections from *My Daily Journal*, 1915-1916, accessible through the Modern History Sourcebook at

<http://www.fordham.edu/halsall/mod/1918fraser.html>

Excerpt from Captain Edward Rickenbacker's Memoir, *Fighting the Flying Circus*, "Downing My First Hun," accessible through World War I Document Archive at <http://www.richthofen.com/rickenbacker/rick04.htm>

(This is from a personal account of the air war written by Captain Edward (Eddie) Rickenbacker, a commander of the US 94th "Hat-in-the-Ring" Squadron and the first American flying "ace")

Question for Discussion: Why is World War I considered to have been the world's first modern war?

Monday, June 20: Hourly Exam #2, 7:30-8:30 am/Class resumes at 9:00 am

Impact of World War I

Readings: Text, Ch. 21, 985-999

Tuesday, June 21: Russian Revolutions of 1917/Revolution and Civil War in China

Readings: Text, Ch. 22, 1029-1037

Question for Discussion: Why were the Bolsheviks successful in taking power in 1917?

Wednesday, June 22: Soviet Union under Lenin and Stalin

Readings: Text, Ch. 22, 1038-1045

Sofia Petrovna, all

Thursday, June 23: Film and Writing Assignment on *Sofia Petrovna*, *The Inner Circle* and Stalinism

Friday, June 24: NO CLASS: WORK ON YOUR EXPLORER AND OTHER WRITING ASSIGNMENTS

Monday, June 27: Rise of Hitler, World War II, and the Holocaust

Readings: Text, Ch. 21, 988-1009;

Text, Documents, Considering the Evidence: "Ideologies of the Axis Powers," 1010-1018

Question for Discussion: What connections can you identify among World War I, Hitler, World War II and the Holocaust?

Tuesday, June 28: Cold War/The Global South: Independence and Development

Readings: Text, Ch. 22, 1045-1059;

Text, Ch. 23, 1081-1109

Question for Discussion: What was the global significance of the Cold War?

FINAL EXAM: THURSDAY, JUNE 30

8:00 am to 10:00 am

World History: Extra Points Writing Assignments

These writing assignments must be typed (ten or twelve-inch fonts, one-inch margins), and the minimum page requirement is two pages.

For extra points for class participation in the course, you may choose to do up to two of the following questions and assignments. Each must be typed or the paper will not be accepted. Do not do more than two. You do not have to answer all of the questions that are given for each number; they are just designed to give you ideas about what to write.

1. If you are not originally from the United States, then describe where you grew up and how you understand its place in world history. Did you experience culture shock in coming to the United States? What is different about living here than where you grew up? What is similar? If you studied history in the country of your birth, how did it differ from your study of history in the United States?
2. **Engage in historical analysis of your own life. When we study history we focus on cause and effect; we break issues, events, and problems down into the factors that have shaped them, the pieces that have gone into the “puzzle” of historical events and developments. Write a personal memoir in which you identify up to three moments in your life, individuals, or experiences that you believe have shaped the type of person you are today. Is there a person who has influenced or inspired you more than anyone else? Explain how that person has influenced your life. Or can you point to a particular experience in your younger life that has had a major impact on the direction you have taken in your life?**
3. Go and visit a local history or art museum. Submit proof of your having toured the museum (ticket stub or credit card receipt) and write a 1 to 2 page response paper highlighting what you learned from the exhibits and the experience of seeing and reading about the materials contained.

Possible museums and historical sites: Berman Museum of World History in Anniston, Alabama; Atlanta History Center; Martin Luther King Center; High Museum of Art; Carlos Museum at Emory University, William Bremen Jewish Heritage Museum; local history museums

Questions to address:

What periods of history are covered?

How would you assess the usefulness and relevancy of the museum’s holdings for students of history?

How does the museum enlighten you on world history, even if the exhibits are either on American or local history? How does local and American history fit into world history?

How effective was the museum in enhancing your understanding and appreciation of history?

Think about what you can gain from visiting a museum that you cannot gain from other sources of history. But also consider the more problematic aspects of museum displays—is something lost when an object is taken out of its historical context? Is it wrong to take items and put them on display somewhere else, if that object did not originally belong to you?

Additional Visual Sources for exploring World History

Look at images contained in the website *Vistas: Visual Culture in Spanish America, 1520-1820*, listed in World History Matters, pp. 59-60, particularly the ones at

http://www.smith.edu/vistas/vistas_web/political_detail.htm

http://www.smith.edu/vistas/vistas_web/precolumbian_detail.htm

http://www.smith.edu/vistas/vistas_web/reckoning.htm#

How do these images and the accompanying discussion illuminate the impact of conquest on the civilizations of the Americas?

Examine the pictures of the Ottoman Empire's Topkapi Palace, accessible through website listed in World History Matters, *Topkapi Palace*, p. 59; <http://www.ee.bilkent.edu.tr/~history/topkapi.html>

What do the images tell us about the connection between authority, both political and religious, and architecture in the Ottoman Empire? About the connection between religion and politics?

Go through a Virtual visit of Goree Island (Senegal) at <http://webworld.unesco.org/goree/en/index.shtml>

Examine images from website *Atlantic Slave Trade and Slave Life in the Americas: A Visual Record*, listed in *World History Matters*, p. 52: <http://hitchcock.itc.virginia.edu/Slavery/index.php>

In the study of slavery and the slave trade, what do you find more effective as a source, written or visual materials?

World War I: A Summons to Comradeship: World War I and II Posters, listed in World History Matters, 80-81 Trenches on the Web, at <http://www.worldwar1.com/>

Look at images contained in the following website devoted to Tsar Nicholas II and Tsarina Alexandra

<http://www.nicholasandalexandra.com/>

Photographs of the Russian Empire before WWI: <http://www.gridenko.com/pg1/index.htm>

This is an additional primary documentary source on WWI--Siegfried Sassoon: *Attack* accessible through the Modern History Sourcebook, at

<http://www.fordham.edu/halsall/mod/sassoon-attack.html>

"Nagasaki Journey: the Photographs of Yosuke Yamahata," accessible at the webpage

<http://www.exploratorium.edu/nagasaki/photos.html#journey/01.gif>

Examine materials on genocide and read survivors' testimonies at the Holocaust Memorial Day Trust, accessible at <http://www.hmd.org.uk/genocides>

History 1112

Primary Source Analysis Guidelines

To analyze the primary sources assigned for each day, you should be able to answer the following questions about each one. Remember that you are looking to use these sources as a way of understanding a given topic, event, person, theme, etc. in world history. You want to be able to compare the sources and provide a general summary of how each adds to our understanding of a particular historical theme.

What type of source is it? (Examples: Letter, official decree, memoir, essay, painting, map, chart, etc.)

Who wrote, prepared, or issued the source?

When and where was the source created or produced? Under what circumstances was it composed?

What is the purpose of the source?

For whom or what audience was the source prepared?

What point of view does the source reflect?

Are there any reasons to question the authenticity of the information contained in the document? If so, what and why?

What can the document tell us about the individual who produced it and the society from which he or she came from?

VERY IMPORTANT:

What is the historical context for the source? Here you must summarize and explain the historical background for the source as given in the textbook chapter. With what historical movement, period, event, etc. are the sources connected?

What might historians learn from this source?

Questions for Assigned Sets of Documents:

How do these documents help us to understand the given theme of the class and of the assigned textbook chapter? How do each of these sources illuminate or deepen understanding of this common theme?

Which source is the more valuable to historians?

What are the advantages and disadvantages of each?

From which source did you gain the most insight?

Which source do you find more credible (are there biases or problems with any of them—are there reasons to question their validity or the objectivity of the authors or producers?)

If you had to choose between them, which do you consider most useful to include in a study or presentation of your topic? Explain why.

Of what use are these sources to historians and students of history? How might historians use them?

Visual Source Analysis Guidelines (from Robert W. Strayer, *Ways of the World*, Vol. II, xl-xli)

When and where was the image or artifact made?

Who made the image or artifact? How was it made?

Who paid for or commissioned it?

Where might the image or artifact have originally been displayed or used?

For what audience was it intended? What message is it trying to convey?

How could it be interpreted differently depending on who viewed it or used it?

What are the meanings of the symbols or other abstract features in the visual source?

Who or what is depicted?

What activity is depicted?

If it is an artifact, what function did it serve?

Is this a religious image or object, and if so, what purpose did it serve?

What can the image or the object tell us about the society that produced it and the time period in which it was created?

What types of technologies or techniques were used to produce the visual source?

What was the relationship between those who made the visual source and those who used or viewed it?