

## History 1112-25H

### Survey of World History/Civilization II/Honors

Fall Semester, 2007

T/TR 9:30-10:45 am

Dr. Elaine MacKinnon

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#### **Required Texts:**

Jerry H. Bentley, et al., *Traditions and Encounters: A Brief Global History*, Vol. II, *From 1500 to the Present*. Brief Third Edition (McGraw Hill, 2008). Abbreviated in syllabus as **Text**.

Dennis Sherman, et al., *World Civilizations: Sources, Images, and Interpretations*, Vol. II, Fourth Edition (McGraw Hill, 2006).

Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano. Written by Himself*. With Related Documents.

Second Edition (Bedford/St. Martin's, Penguin Classics, 2007).

Pang-Mei Natasha Chang, *Bound Feet & Western Dress* (Anchor Books, 1996).

**Note: You are expected to bring your assigned readings to every class.**

**Note: You should buy all of the books as soon as possible. Do not wait until later in the semester because the book store will return books not sold after a certain date, usually halfway through the semester.**

#### **Purpose of the Course:**

The course is designed to introduce students to the history and heritage of World Civilizations and to the profession of history. It 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. We 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. We 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 mutual influences between the West and the rest of the world. Due to the enormous expanse of time and events to be covered, the course represents only a selection of topics, cultures, and regions.

Class discussions and textbook readings will give you a general chronological framework. The documents within your textbook and reader, along with the supplementary readings (historical memoirs), will provide deeper insight into particular problems and periods. They will also introduce you to the process of historical study and the variety of ways in which historians attempt to understand and depict the past. We want to be able to identify different 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 improve basic verbal and written skills by taking part in class discussions and by writing essays. You will be learning how to read comprehensively, take notes, and derive meaning from texts. 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. 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 and discussion, organized around specific themes. It is absolutely essential that you **READ, READ, READ**. Students are expected to fulfill reading assignments in order to take part in the discussion by asking questions, contributing commentary, and participating in class written and oral exercises. 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.

#### **Please note:**

**This syllabus is provisional and subject to change by the instructor. Students are responsible for noting any changes announced in class by the instructor and fulfilling their responsibilities on the dates the instructor indicates.**

#### **Grading:**

Midterm Exam: 30%

Final Exam: 30%  
Personal Memoir/Analysis: 20%  
In-class Writing Assignments on Equiano and Chang Memoirs: 10%  
Oral Presentation/Written Source Analysis Report: 5%  
Class Participation/Quizzes/In-class Assignments: 5%

1) Students will take a mid-term and final exam on the dates and times assigned in the syllabus. Exams will consist of a combination of the following types of questions: identification, short answer, essay, and map location. The questions will be drawn from lectures, the textbook, assigned readings, class discussions, and videos. The final will not be cumulative. For each of the exams one essay will be done in class and one will be done as a take-home due the day of the exam.

2) Students will write a personal memoir paper in which they explore how the story of their life could provide insight into the historical context in which they have lived. The paper will have two parts. The first section will be your life story, with a description of the various environments, events, and contexts which have shaped your life experiences, your identity and personality. The second section will present an analysis of what historians could learn from your life story about the history of the late twentieth and early twenty-first centuries. Students should keep in mind the examples of the memoirs that they are reading for the class, and think about how their own lives could inform future generations. The paper must be six to ten pages in length, typed with ten or twelve-point fonts and one-inch margins. All students must turn in an outline, a first draft of the paper, and the final draft of the paper on the dates given in the syllabus (October 18, November 20, and December 4). Failure to complete any one of these steps will result in the loss of points from the final grade.

**Late papers will be penalized 10 points for each day late.**

**Start Early! Be sure to keep a copy for your files.**

**PLEASE NOTE: Computer glitches do not excuse you from the established deadlines.**

3) On the dates noted in the syllabus (September 13 and November 15), students will take an in-class writing assignment/quiz based on the two supplemental readings, *The Interesting Narrative of the Life of Olaudah Equiano and Bound Feet & Western Dress*. You will respond to questions (identification, short answer, essay) asking you to analyze these works as historical sources. These are designed both to test your reading knowledge of the works as well as to encourage analysis of the historical significance and meaning of the texts. There will be both closed- and open-book sections of the writing assignment. **PLEASE NOTE: THERE WILL BE NO MAKE-UPS FOR THESE WRITING ASSIGNMENTS. IF YOU ARE NOT IN CLASS TO DO THE ASSIGNMENT, THEN YOU WILL RECEIVE A ZERO.**

4) Each student must lead a class discussion of the primary, visual and secondary sources assigned from the Sherman *World Civilizations* reader. You must provide at least a ten minute summary and analysis of the assigned sources, and then engage your classmates in a discussion of these sources. You may provide questions for them to answer, or try to create an activity that involves them in discussion and analysis of the sources (lots of points awarded for creativity!). It will be your task to determine the common issues that tie the assigned sources together, and how these themes relate to or illuminate the main theme of the particular class and your assigned readings in the textbook. You need to be able to explain the historical significance of these sources, as well as any potential problems or limitations they may have. **You will also need to be able to compare and discuss differences between primary, secondary and visual sources.** In addition, you must also turn in a written report summarizing and analyzing the given sources. The idea is not to summarize each document separately but to analyze each in terms of their common theme and how they relate to the theme of the particular class. You want to explain how these sources help you to understand better the historical issues and events covered in the readings.

The report must be at least two to three pages in length, typed with a ten or twelve-inch font and one-inch margins. The written report must be turned in the day of the oral presentation. Late written reports will not be accepted. A sign-up sheet for dates and assignments will be passed out in class. The oral presentation and written report will be weighted equally, with each worth ten points.

**SEE THE LAST PAGE OF THE SYLLABUS FOR THE DATES THAT YOU CAN CHOOSE FOR YOUR ORAL PRESENTATION.**

4) **BE WARNED:** There will be unannounced quizzes and writing assignments based on the daily readings from the textbook and documents reader. Students must read and analyze all of the assigned document readings and be prepared

to answer questions based on them. Students must be prepared to participate in class discussions and debates over selected topics. This may involve group work, and writing position papers and response papers both in and outside of class. All quizzes and writing assignments contribute towards your class participation grade.

### **Make-up Exams:**

Under no circumstances will you be allowed to make up a missed exam without notifying me in advance and without bringing a note from a physician or an approved excuse from the Dean's office. All make-ups will be given at a special time at the end of the semester after the last class meeting. There will be no other make-up exams. Students missing an exam **who do not have a valid, verifiable, documented health matter or who did not contact me in advance** will receive a zero, no makeup allowed. There will be no make-ups given for quizzes or in-class writing assignments.

### **Assignments:**

Students are expected to have completed the assigned readings prior to each session and be able to discuss them. Remember--Class participation enhances your learning experience and does factor into your final grade. 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; unexcused late work will lower the grade, usually by one grade level for each late day.

### **Cheating Policy and Plagiarism:**

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:**

Make every effort to be in class and on time. **Students are responsible for coming to every class and should not schedule anything that may conflict with this responsibility.** 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 two unexcused absences will lower your final grade.** More than four may lead to a W/F. Absences due to illness or school business will be excused only if you have a written note. **Being late to class or leaving class early will also lower your grade.** Two tardies will count as one unexcused absence, and the same for leaving early. If you are tardy, it is your responsibility to inform me of your presence at the end of class. 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.

**Note:** Please show courtesy to your fellow students. Disruptive behavior (read: eating and drinking, smoking, carrying on conversations, passing notes, reading the newspaper, etc.) will not be tolerated and will count as an unexcused absence.

**Office Hours:** My office is Room 3222 in the Technology Learning Center (TLC). I will hold office hours Tuesdays and Thursdays from 11:00 to 2:00 pm, or by appointment.

[Terms and Geographic locations for Textbook Chapters 20-26](#)

[Terms and Geographic locations for Textbook Chapters 27-35](#)

[Final Exam Study Guide in Word Format](#)

[Final Exam Study Guide in PDF](#)

[Take home Source Analysis Essay for Final Exam in Word Format](#)

[Take home Source Analysis Essay for Final Exam in PDF](#)

### **Tentative Course Outline and Readings Assignments**

**Aug. 16: Introduction: What is Global History?/The World in 1500**

**Text,** Preface, pp. xv–xxxii

**Aug 21: European Transoceanic Expansion: Motives, Methods, and the Geography of Exploration and Empire**

**Text,** Ch. 20, pp. 357-369

**Readings from Sherman, *World Civilizations*:**

**Primary Sources:** "The Chronicle of the Discovery and Conquest of Guniea," pp. 3-4

"The Suma Oriental," 5-7  
Visual Sources: "Exploration, Expansion, and Politics," 12

### **Aug 23: Consequences of European Transoceanic Expansion/Global Exchanges**

**Text**, Ch. 20, pp. 369-374

#### **Readings from Sherman, *World Civilizations*:**

Primary Sources: "Laws of the Burgos: The Spanish Colonize Central and South America," 8-9

Visual Sources: "The Conquest of Mexico as Seen by the Aztecs," 12-13

Secondary Sources: "The Effects of Expansion on the Non-European World," 19-21

"The Changing Ecology of New England," 15-16

**\*\*\*Discussion/Debate: Was the Columbian Exchange positive or negative for world history? Were the European explorers heroes or destroyers?**

### **Aug 28: Transformation of Europe: The Reformation**

**Text**, Ch. 21, pp. 377-381

#### **Readings from Sherman, *World Civilizations*:**

Primary Sources: "Justification by Faith," 24

"Constitution of the Society of Jesus," 24-25

Visual Sources: "Luther and the New Testament," 27-28

"Luther and the Catholic Clergy Debate," 27-28

"Loyola and Catholic Reform," 28-29

Secondary Sources: "What Was the Reformation," 34

"Women in the Reformation," 34-35

**\*\*\*Discussion: How did the Reformation transform Europe politically, religiously, and socially?**

### **Aug 30: Transformation of Europe: Absolutism and Constitutionalism**

**Text**, Ch. 21, pp. 381-389

#### **Readings from Sherman, *World Civilizations*:**

Primary Sources: "The Powers of the Monarch in England," 25-26

"The Powers of Parliament in England," 26

"Decree on the Invitation of Foreigners," 27

Secondary Sources: "The Ancien Regime: Ideals and Realities," 37-38

**\*\*\*Discussion: How does absolutism differ from constitutionalism? What are the arguments in favor of each?**

### **Sept 4: Transformation of Europe: Early Capitalism/Revolution in Science and Culture**

**Text**, Ch. 21, pp. 389-396

#### **Readings from Sherman, *World Civilizations*:**

Primary Sources: "The Discourse on Method," 52-53

"Mathematical Principles of Natural Philosophy," 53

Visual Sources: "Frontispiece to Marco Vincenzo Coronelli's Atlas, 1691," 57

"Experiment with an Air Pump," 57-58

Secondary Sources: "Islamic and Western Science," 59

"Women and the Scientific Revolution," 59-60

### **Sept 6: Africa and the Atlantic World**

**Text**, Ch. 23, pp. 417-424

#### **Readings from Sherman, *World Civilizations*:**

Primary Sources: "Africa and Europe: The Problems of Alliances," 4-5

Visual Sources: "Indigenous States in Sub-Saharan Africa to the Nineteenth Century," p. 125

### **Sept 11: The Atlantic Slave Trade and its Impact upon Africa, Europe, the Americas**

**Text**, Ch. 23, pp. 424-432

**Readings from Sherman, *World Civilizations*:**

Primary Sources: "Voyage to Guinea: The European Slave Trade in Africa," 118-119

Secondary Sources: "Africa and Africans in the Making of the Atlantic World, 1400-1680: The Atlantic Slave Trade," 125-126

"Disruption in the Yoruba Kingdom of Oyo," 126-127

**\*\*\*Discussion: What was the impact of the slave trade on Africa and Africans? On Europe?**

**Sept 13: Slavery and the Slave Trade: The Experience and Memory of Olaudah Equiano**

*The Interesting Narrative of the Life of Olaudah Equiano, all*

**\*\*\*IN-CLASS WRITING ASSIGNMENT ON *The Interesting Narrative of the Life of Olaudah Equiano***

**\*\*\*Class Discussion: How can historians use this memoir of Equiano to study slavery and the slave trade? What historical significance does it have?**

**Sept 18: Tradition and Change in East Asia: Confucian China and Tokugawa Japan**

**Text, Ch. 24, pp. 437-453**

**Readings from Sherman, *World Civilizations*:**

Primary Sources: "Village Life and Government in China," 43-45

"The Way of the Samurai," 40-41

Visual Sources: "Architecture and the Imperial City," 47

Secondary Sources: "China's Response to the West," 17-18

"Being Chinese," 137

**\*\*\*Discussion: How did Confucianism shape or influence Chinese and Japanese society and government?**

**Sept 20: Islamic Empires**

**Text, Ch. 25, 457-471**

**Readings from Sherman, *World Civilizations*:**

Primary Sources: "A Woman's Voice in India," 42-43

"Travels in the Mogul Empire: Politics and Society in India," 43

Visual Sources: "Akbar Inspecting the Construction of Fatehpur-Sikri," 45-46

"Expansion of the Ottoman Empire, 1520-1639," 47-48

**Sept 25: Revolutions in the Atlantic World: The French Revolution and Napoleon**

**Text, Ch. 26, pp. 475-484**

**Readings from Sherman, *World Civilizations*:**

Primary Sources: "The Cahiers: Discontents of the Third Estate," p. 64

"Women of the Third Estate," 64-65

"Speech to the National Convention—February 5, 1794: The Terror Justified," 66-67

Visual Sources: "Allegory of the Revolution," 73

"Internal Disturbances and Reign of Terror," 73-75

**\*\*\*Discussion: What do the documents suggest were the main causes of the French Revolution? Of the Reign of Terror?**

**Sept 27: Impact of the Atlantic Revolutions**

**Text, Ch. 26, pp. 484-490**

**Readings from Sherman, *World Civilizations*:**

Primary Sources: "Secret Memorandum to Tsar Alexander I, 1820: Conservative Principles," 68-69

"On Liberty," 69-70

Secondary Sources: "Women and the Napoleonic Code," 78-80

**\*\*\*Discussion: What is the significance of the French Revolution for world history?**

**Oct 2: Nationalism and Nation-States**

**Text, Ch. 26, pp. 490-494**

**Readings from Sherman, *World Civilizations*:**

Primary Sources: "Militant Nationalism," 71-72

#### **Oct 4: MIDTERM EXAMINATION**

[Midterm exam Study Guide](#)

[Take Home Essay Question](#)

#### **Oct 9: Industrialization and the Making of Industrial Society**

Text, Ch. 27, pp. 497-506

##### **Readings from Sherman, *World Civilizations*:**

Primary Sources: "Testimony for the Factory Act of 1833: Working Conditions in England," 82-83

"Self-Help: Middle-Class Attitudes," 86-87

"Woman in Her Social and Domestic Character," 87-88

Visual Sources: "Industrialization and Demographic Change," 90-91

"Iron and Coal," 91-92

#### **Oct 11: FALL BREAK–NO CLASS!**

#### **Oct 16: The Spread of Industrialization, Social Problems, and the Socialist Challenge**

Text, Ch. 27, pp. 506-514

##### **Readings from Sherman, *World Civilizations*:**

Primary Sources: "The Knights of Labor: Unionization," 83-84

"The Communist Manifesto," 84-86

Visual Sources: "Illustration from Life and Adventures of Michael Armstrong," 91

"The Stages of a Workers' Life," 93-94

Secondary Sources: "The Family and Industrialization in Western Europe," 98-99

**\*\*\*Discussion/Debate: Did industrialization have a positive or a negative effect on the quality of human life?**

#### **\*\*\*OUTLINE FOR PERSONAL MEMOIR/ANALYSIS PAPER DUE BEGINNING OF CLASS OCT 18**

#### **Oct 18: European Imperialism and Global Empires in Asia and Africa**

Text, Ch. 29, pp. 537-548

##### **Readings from Sherman, *World Civilizations*:**

Primary Sources: "Does Germany Need Colonies?," 142-143

"Nationalism and Colonialism in Vietnam: Imperial Edict 1885," 144

Visual Sources: "The Weakening of China 1839-1895," 136-137

"Imperialism Glorified," 147-148

**\*\*\*Discussion: What were the main motives for imperialism and colonialism in the late nineteenth century? How were these motives different from earlier periods of European expansionism?**

#### **Oct 23: Scramble for Africa/Impact of Imperialism**

Text, Ch. 29, pp. 548-557

##### **Readings from Sherman, *World Civilizations*:**

Primary Sources: "The Roosevelt Corollary: American Imperialism," 145-146

Visual Sources: "The Colonial Battlefield," 147-149

"Imperialism and the Looting of Cultures/Imperialism in Africa," 150-151

#### **Oct 25: Causes of The Great War/The Great War as a Global War**

Text, Ch. 30, pp. 563-573

##### **Readings from Sherman, *World Civilizations*:**

Primary Sources: "Reports from the Front: The Battle for Verdun, 1916," 158-159

Visual Sources: "World War I: The Home Front and Women," 168-170

Secondary Sources: "The Origins of World War I: Militant Patriotism," 172-173

"Women, Work, and World War I," 173-174

**\*\*\*Discussion: What were the main causes of WWI? What made WWI the first "modern" war?**

### **Oct 30: Revolutions in Russia/The Failed Peace**

**Text**, Ch. 30, pp. 573-578

#### **Readings from Sherman, *World Civilizations*:**

Primary Sources: "The Fourteen Points," 159-161

"The April Theses: The Bolshevik Strategy," 161

"Britain and the Origins of the Modern Middle East: The Balfour Declaration and the Churchill White Paper of 1922," 186-188

Visual Sources: "Revolutionary Propaganda," 169 and 171 (Figure 23-3)

**\*\*\*Discussion: What is the significance of Lenin for the Russian Revolutions of 1917 and the subsequent history of the Soviet Union?**

### **Nov 1: Age of Anxiety: Postwar Pessimism, Disillusionment, and Economic Dislocation**

**Text**, Ch. 31, pp. 581-588

#### **Readings from Sherman, *World Civilizations*:**

Secondary Source: "The Great Depression in Europe," 176-177

### **Nov 6: Soviet Union under Lenin and Stalin**

**Text**, Ch. 31, pp. 588-591

#### **Readings from Sherman, *World Civilizations*:**

Primary Source: "Problems of Agrarian Policy in the USSR: Soviet Collectivization," 164-165

Visual Source: "Socialist Realism," 171

**\*\*\*Discussion: Does Stalin's "Revolution from Above" and policies of terror mark a break from the Leninist path or were they a natural outcome of Lenin's policies?**

### **Nov 8: Fascism and the Rise of Hitler**

**Text**, Ch. 31, pp. 591-595

#### **Readings from Sherman, *World Civilizations*:**

Primary Source: "The Doctrine of Fascism," 161-163

"The German Woman and National Socialism [Nazism]," 163

"The Informed Heart: Nazi Concentration Camps," 163-164

Visual Source: "Nazi Mythology," 169-170

Secondary Sources: "The Rise of Fascism," 177-178

**\*\*\*Discussion: What accounts for the success of Hitler and other fascist dictators between the world wars?**

### **Nov 13: Colonial Africa and Asia Between the World Wars**

**Text**, Ch. 32, pp. 599-608

#### **Readings from Sherman, *World Civilizations*:**

Primary Source: "Africans and the Colonial State," 188

"Resentment in Colonial Nigeria," 188-189

"The Chinese Communist Party Mobilizes the Masses," 183-184

"Women and Chinese Communism," 184-185

Secondary Source, "Asia in World War I," 191-192

**\*\*\*Discussion: What impact did World War I have upon colonial Africa and Asia, particularly upon the rise of nationalist movements? What particular challenges did nationalism in Africa face?**

### **Nov 15: A Memoir of Twentieth-Century China**

**\*IN-CLASS WRITING ASSIGNMENT ON *Bound Feet and Western Dress*: NO MAKEUPS**

### **DRAFT OF PERSONAL MEMOIR/ANALYSIS PAPER DUE TUESDAY NOVEMBER 20**

### **Nov 20: World War II and the Horror of Modern Warfare**

**Text**, Ch. 33, pp. 617-631

#### **Readings from Sherman, *World Civilizations*:**

Primary Sources: "Japanese Nationalism and Expansion," 182-183

Visual Sources: "The Expansion of Japan," 190-191  
Secondary Source: "A World At Arms," 178-179  
"Hitler's Willing Executioners," 179-180

## **Nov 22: THANKSGIVING**

### **Nov 27: World War II and the Origins of the Cold War**

**Text**, Ch. 33, pp. 631-634 and Ch. 34 pp. 637-640

#### **Readings from Sherman, *World Civilizations*:**

Primary Sources: "The Truman Doctrine and The Marshall Plan," 200-201

"The Cold War: A Soviet Perspective," 201-202

Secondary Source: "Origins of the Cold War," 214-215

**\*\*\*Discussion/Debate: Who is to blame for the Cold War, the United States or the Soviet Union?**

### **Nov 29: Cold War Societies/The Collapse of Communism in Eastern Europe and the Soviet Union**

**Text**, Ch. 34, pp. 640-655

#### **Readings from Sherman, *World Civilizations*:**

Primary Sources: "Communism in China," 202-203

"A Feminist Manifesto: Redstockings," 209-210

Secondary Sources: "The War in Vietnam," 218-219

"The End of the Cold War," 223-224

"After Communism: Causes for the Collapse," 224-225

**\*\*\*PERSONAL MEMOIR/ANALYSIS PAPER IS DUE AT BEGINNING OF CLASS TUESDAY DEC 4**

### **Dec 4: Decolonization and Globalization**

**Text**, Ch. 35, pp. 657-673

#### **Readings from Sherman, *World Civilizations*:**

Primary Source: "Declaration Against Colonialism," 205-206

"From Independence to Statehood: Ethnic Conflict in Nigeria," 206-207

"Democracy in South Africa," 231-232

Visual Sources: "Decolonization in Asia and Africa," 212-213

"Modernization: The Western and Non-Western Worlds," 221-222

Secondary Sources: "Economic Decolonization and Arrested Development in Africa," 216-217

"Globalization," 235-237

**Thursday, December 13: FINAL EXAMINATION 8:00 am -- 10:00 am**

## **Eligible Dates for Oral Class Presentation**

**The following are the dates which you may choose for your oral presentation and written report. You may sign up for a date after the first class and before the beginning of the second and third classes. Assignments will be made on a first-come, first-serve basis. Only one person may sign up for a given date.**

**Aug 23**

**Aug 28**

**Sept 4**

**Sept 18**

**Sept 20**

**Sept 25**

**Oct 9**

**Oct 16**

**Oct 18**

**Oct 25**

**Oct 30**

**Nov 8**

**Nov 13**

**Nov 20**

**Dec 4**