HISTORY 1112
SURVEY OF WORLD HISTORY/CIVILIZATION II
FALL SEMESTER, 2013  M/W 2:00—3:20 PM

Dr. Elaine MacKinnon
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Required Texts:

Additional primary source readings are listed in the syllabus and are accessible either through the internet or D2L.

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

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. 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, the course represents only a selection of topics, cultures, and regions.

Class discussions and your assigned textbook readings (Ways of the World, volume II) will give you a general chronological framework. The supplemental text, Places of Encounter, along with the assigned graphic source, Abina and the Important Men, the novel One Day in the Life of Ivan Denisovich, as well as primary documents, films and documentaries shown in class, will provide deeper insight into particular problems and periods.

Learning Outcomes:
1) Students will demonstrate the ability to understand the political, social, economic, or cultural dimensions of world history.
2) Students will demonstrate an understanding of the commonalities and differences among two or more societies, nations, or cultures outside of the United States in regard to any of the following: language, literature, aesthetics, politics, economics, or social and cultural practices.
3) Students will demonstrate the ability to think historically through a comprehension of causal relationships and patterns of change and continuity over time; and through awareness of the social significance of ethnicity, gender, race, and class in historical events and study.

Student Rights and Responsibilities:
Students, please carefully review the following information at this link: http://tinyurl.com/UWGSyllabusPolicies. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

DISABILITY SERVICES AND ADA (Americans with Disabilities Act):
The Office of Disability Services will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please notify me using the course email system by the end of the second full week of class and attach a PDF copy of your SAR (Available from the Office of Disability Services).

Grading:

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<th>Assignment</th>
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<td>Exam #1</td>
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<td>Exam #3</td>
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<td>Global Explorer Paper</td>
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<tr>
<td>In-class Writing Assignments on Supplemental Readings</td>
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<tr>
<td>Class Participation (see below)</td>
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The learning outcomes will be assessed through a combination of examinations, outside writing assignments, quizzes, and in-class assignments and activities:

1) Examinations:
You will have three in-class examinations. Exams will consist of a variety of questions, which may include map identification, multiple choice, term identification, short answer, or essay/discussion questions. The exam questions will be drawn from lectures, the textbooks, supplemental readings, assigned document readings, class discussions, and films and documentaries shown in class. Each exam will include multiple choice questions based on assigned primary source documents. The final will not be cumulative.

2) Global Explorer Assignment:
You 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. For example, you may explore as a location the virtual walking tour of the Suleymaniye Mosque found at the Aramco World website http://www.saudiaramcoworld.com. Or you may choose to use Google Earth and locate a site from the regions we have studied, and explore historically significant elements (specific structures, monuments, public spaces, battlefields, etc.) through this program. My preference is that you not choose the exact same general locations as those profiled in your Places of Encounter text, but rather use these chapters as a model for selecting and researching your own site of interest. But if you have a strong interest in one of the sites from Places of Encounter, then you must work with me to select a specific aspect of the site to examine beyond what is covered about it in Places of Encounter. You want to make sure that your research and report is original, and not simply repeating points already made in your text. For example, if you absolutely must do St. Petersburg as your site, then choose a particular space, monument, or building within this city to examine as the focus for your
report, such as the Winter Palace, the Hermitage, etc., not the city as a whole since that has already been done for you in the text. Or you may seek to do a study of the city during an earlier or later period of time that is not covered in *Places of Encounter*, such as St. Petersburg during the time of its foundation by Peter the Great, or during World War II.

**ALL SITES must be APPROVED by the Instructor by no later than Monday, October 7. You may either tell me in person or via email.**

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

1. Analysis of the historical context or setting: Where is the place you are analyzing, why is the location important, how it is connected to other historically important developments?

2. Analysis of 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. Analysis of evidence connected with the main themes of world history that you discover in the location, such as religion, social stratification, migration, competition and conflict, war, trade and cultural synthesis. Clear analysis and discussion of how one can use the location to deepen understanding of one or more specific themes or events in World History.

**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 culture and its place in world history. Was it related to a big or small state? What role did any of the following play in its development: religion, trade, empire-building, warfare, economic development?: 25%

3. How did the place change over time, what evidence did you see or can you point 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 Global Explorer Paper is due by the beginning of class on Monday, December 2, 2013.**

3) **In-class Writing Assignments on the Supplemental Readings:**

For each of the assigned supplemental readings, *Abina and the Important Men* and *One Day in the Life of Ivan Denisovich*, on the day the readings are due, you will have an in-class quiz/writing assignment based on the books. You will be first given a set of questions to be answered without the use of the
book, to check reading comprehension. Then, upon completion of this first part, you will receive an essay/discussion question, and for this response you may use the book. The rest of the class will be spent discussing the texts. No make-ups can be given for these assignments.

Class Participation:
During the semester you will accumulate points for class participation, and at the end of the semester you will receive a grade based on the number of points you have earned. I will list some of the ways that you will accumulate points.

a) You will sign up to do a written summary (300 to 500 words) of at least **ONE** of the assigned chapters in *Places of Encounters*; you will highlight the main points in the chapter concerning the historical significance of the given location. In your summary you must identify what you consider to be the three most important points made in the chapter about the location: What historical theme or movement is being discussed through this location? What are the most significant geographical features as described in the chapter? What events in world history happened at this location that the author is highlighting? What types of encounters occurred at this location? You will share your summary with the class on the day the chapter is discussed. My preference is for these to be typed, but I will accept neat handwritten copies (but if not judged neat, I will not accept them). No late summaries will be accepted. For the chapter you are summarizing, you must also choose and show to the class a web link to a particular element or feature of the given location, such as a palace, a monument, a park, and explain why you find this space interesting. (30 points)

b) You will submit written responses to questions based upon at least **THREE** of the identified **Primary Source Reading** assignments (there are five in total) listed in the syllabus on various dates. The questions are listed on a page attached to the syllabus; you should write out responses to the questions in paragraph format and bring these to class on the day the sources are assigned. We will go over these in class and you may make corrections and revisions. (20 points each)

c) Throughout the course of the semester there may be unannounced quizzes as well as in- and out-of class activities and writing assignments based on your textbook readings, *Places of Encounter* chapters, primary source documents found in *Places of Encounter* and the specifically identified **Primary Source Reading** assignments listed in the syllabus on various dates. (10 points each)

d) You are required to participate in at least **ONE** of the five Online Discussion Threads set up in D2L and listed in the syllabus; see below for guidelines for participation. You may participate in as many of the discussions as you wish for extra points. Take note that each of these discussions have a specific deadline for participation, the dates for which are included in the syllabus. You may receive up to 15 points for participation in these discussions.

**Guidelines and Etiquette for Online Discussions/Class participation**

Discussion Postings should be a minimum of one short paragraph and a maximum of two paragraphs. For every discussion you are required to submit an initial posting, and then respond with at least a paragraph of commentary to at least two other students. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings by bringing in a related example or experience. Address the questions as much as possible (don’t let the discussion stray). Try to use quotes from your readings or examples that support your postings. Include page numbers when you do that. Build on others responses to create threads. Bring in related prior knowledge (work experience, prior coursework, readings, etc.) You will receive more points for substantive and thoughtful postings—give examples and evidence to back up your
statements.

Use proper etiquette (do not use popular slang or abbreviations, use formal language, use correct spelling, typing, etc.). Please use language that is respectful of others and their views.

Please Note: No make-ups will be given for missed in-class quizzes and assignments.

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. Students missing an exam who do not have a valid excuse or who did not contact me in advance will receive a zero, no makeup allowed.

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 two unexcused absences may lower your final grade.
Note: Please show courtesy to your fellow students. Disruptive behavior (read: eating and drinking, smoking, carrying on conversations, 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.

Study Tips:
Read! Read! READ! Expect to spend at least three hours outside of class for every hour in the classroom. 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!!

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 be available in my office on Mondays and Wednesdays, 11:00 am to 12:00 pm, 3:30 to 4:00 pm. or by appointment. I will be available for online office hours (conducted via email or Google groups) Tuesdays and Thursdays, 11 am to 1:00 pm (these hours may vary from week to week—I will provide announcements through D2L if the hours will be different for a particular week). 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.

**Course Schedule and Tentative Reading Assignments**

**Mon August 26**  
**Introduction: What is Global History?/The World in 1500**  

**Wed August 28:** Eurasian Empires (emphasis upon Russian, Chinese, Mughal and Ottoman Empires)  
**Required Readings:** Strayer, *Ways of the World*, Chapter 13, all, but focus particularly on 443-457

**Mon Sept 2:** LABOR DAY NO CLASS!!!

**Wed Sept 4:** European Empires and Encounters in the Americas  

**Mon Sept 9:** The Emergence of Global Trading Patterns and Institutions  

**Online Discussion Thread #1,** The historical significance of “compradores” such as Dona Marina and Eva: You access this discussion through D2L; you must make an initial posting of at least one paragraph, and then respond (offering new points or questions) to at least two other students’ postings  
Deadline is Monday, September 16 at 2 pm

**Wed Sept 11:** Case Studies of Early Modern Empire, Trade and Cultural Change  

**Mon Sept 16:** The Atlantic Slave Trade and its Consequences  

**Wed Sept 18:** Cultural Transformations: Religion and The Intellectual Revolutions, 1450-1750  

**Online Discussion Thread #2,** The tension between religious “faith” and scientific methodology: You access this discussion through D2L; you should make an initial posting of at least one paragraph, and then respond (offering new points or questions) to at least two other students’ postings  
Deadline is Wednesday, September 25 at 2 pm

**Mon Sept 23:** The Atlantic Revolutions and their Consequences:  
**Required Readings:** Strayer, *Ways of the World*, Chapter 16, 534-551

**Primary Source Readings:** *Declaration of the Rights of Man*, found in *Places of Encounter*, p. 100-101 and *Declaration of the Rights of Woman*, accessible through the following website address, [http://www.library.csi.cuny.edu/dept/americanstudies/lavender/decwom2.html](http://www.library.csi.cuny.edu/dept/americanstudies/lavender/decwom2.html)

**Written responses to questions on Primary source reading due**
Wed Sept 25: The Impact of the Atlantic Revolutions
**Required Readings:** Strayer, *Ways of the World*, Chapter 16, 552-565

Mon Sept 30: First Examination

Wed Oct 2: The Revolutions of Industrialization
**Required Readings:** Strayer, *Ways of the World*, Chapter 17, 566-586

**Primary Source Reading:** Karl Marx and Friedrich Engels: *The Communist Manifesto* (1848), accessible at the following website, http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/marx.html

**Written responses to questions on Primary source reading due**

DEADLINE FOR CHOOSING SITE FOR GLOBAL EXPLORER PAPER AND RECEIVING APPROVAL OF INSTRUCTOR IS MONDAY OCTOBER 7

Mon Oct 7: Varying Patterns of Global Industrialization
**Required Readings:** Strayer, *Ways of the World*, Chapter 17, 586-601

Wed Oct 9: Colonial Encounters in Asia and Africa
**Required Readings:** Strayer, *Ways of the World*, Chapter 18, 602-636

**Primary Source Reading:** Jules Ferry, *On French Colonial Expansion*, accessible through the Modern History Sourcebook. http://www.fordham.edu/halsall/mod/1884ferry.html

**Written responses to questions on Primary source reading due**

Mon Oct 14: Patterns of Colonial Rule in Asia and Africa

Wed Oct 16: Colonialism in Action: The Case of Abina and the Important Men
**Required Reading:** Getz and Clarke, *Abina and the Important Men*

**In-class writing assignment**

**Online Discussion Thread #3,** The historical significance of Abina Mansah: You access this discussion through D2L; you must make an initial posting of at least one paragraph, and then respond (offering new points or questions) to at least two other students’ postings

Deadline is Wednesday, October 23 by 2pm

Mon Oct 21: Eurasian Empires in Collision
**Required Readings:** Strayer, *Ways of the World*, Chapter 19

Wed Oct 23: Shanghai, Opium, and China’s Plight in the 19th Century

**Primary Source Reading:** Zhu Zun, “China’s Opium Debate, 1836. Advocates of Prohibition,” accessible through D2L and the course web page found at the History Department website,

**Written responses to questions on Primary source reading due**

Mon Oct 28: Second Examination

Wed Oct 30: World War I
Mon Nov 4: World War I through the Lens of Gallipoli
*Places of Encounter, Chapter 10,* “Gallipoli: War’s Global Concourse”

Wed Nov 6: The Russian Revolutions of 1917

Mon Nov 11: Authoritarianism and Dictatorship Between the World Wars: Italy, Germany, Japan, Soviet Union
**Required Readings:** Strayer, *Ways of the World*, Chapter 20, 684-697; Chapter 21, 720-732

Wed Nov 13: Stalinist Terror and the Gulag: The World of Ivan Denisovich
**Required Reading:** Solzhenitsyn, *A Day in the Life of Ivan Denisovich*, all
***In-class writing assignment***

**Online Discussion Thread #4:** The “heroism” of Ivan Denisovich: You access this discussion through D2L; you must make an initial posting of at least one paragraph, and then respond (offering new points or questions) to at least two other students’ postings
Deadline is Wednesday, November 20 by 2pm

Mon Nov 18: World War II and the Holocaust
**Required Reading:** Strayer, *Ways of the World*, Chapter 20, 697-711

Wed Nov 20: The Cold War and Berlin

**Nov 25 – Nov 29: THANKSGIVING BREAK**

**NO CLASSES!!!!**

GLOBAL EXPLORER PAPER DUE AT THE BEGINNING OF CLASS ON MONDAY DECEMBER 2

Mon Dec 2: The End of Empire: The Case of India/Globalizing Trends
**Required Readings:** Strayer, *Ways of the World*, Chapter 22, 749-759 and Chapter 23, 783-811
***Primary Source Reading:** Muhammed Ali Jinnah, “Lahore Resolution,” accessible through D2L and from the course web page found on the History Department website,
***Written responses to questions on Primary source reading due***

Wed Dec 4: The Conflicted Legacies and Consequences of Globalization
**Required Readings:** *Places of Encounter, Chapters 14 and 15,* “New York: Opportunity and Struggle in a Global City,” and “Dubai: Global Gateway in the Desert”

***Online Discussion Thread #5,** World History, Globalization and Human Progress: You access this discussion through D2L; you must make an initial posting of at least one paragraph, and then respond (offering new points or questions) to at least two other students’ postings
Deadline is Monday, December 9 at 2 pm

**THIRD AND FINAL EXAM:**  Monday Dec 9 2:00—4:30
History 1112 Class Participation assignments:
Primary Source Readings Responses:
You are required to turn in written responses to the questions listed below for at least three of the assigned Primary Source readings. Prepare your responses in paragraph-essay format. The questions are also intended to serve as a guide for helping you prepare for class discussions, quizzes, and exams.

1) Declaration of the Rights of Man, found in Places of Encounter, p. 100-101 and Declaration of the Rights of Woman,
Question for analysis:
Who are the authors of these two documents and when were they written?
With what historical topic or question are these sources connected?
What specific challenges do both of these declarations pose to the traditional, hierarchical structure of French society during the Old Regime?
How would you compare these two declarations? In what way does the Declaration of the Rights of Woman challenge the Constitution drafted by the National Assembly?
What rights are listed in the Declaration of the Rights of Man, and with what 19th century political philosophy or belief system, do these become the key precepts of?

2) Karl Marx and Friedrich Engels: The Communist Manifesto (1848),
Question for analysis:
Who are the authors of this work, and during what historical period did they write and publish it?
What is the Manifesto calling for and how will it come about? How does the bourgeoisie produce “its own grave diggers”? What role will the proletariat play in the demise of the bourgeoisie?
How does the Manifesto define Communism, and how will it break with traditional “ideas” or structures of society?
What do the authors see as the primary driving force in history?

3) Jules Ferry, On French Colonial Expansion
Question for analysis:
Who is the author and what is the date of this speech?
With what historical movement is this speech connected?
What was the purpose of this speech?
What motives for French imperialism can you discern from this speech?

4) Zhu Zun, “China’s Opium Debate, 1836. Advocates of Prohibition,”
Question for analysis:
Who is the author, Zhu Zun?
What reasons does he give for prohibiting the trade and use of opium—what in his view does it threaten?
How does he propose to fight the opium trade?
What weaknesses in Chinese government, economy, and society does the opium issue reveal?
How might his arguments be compared to modern debates over the legalization of marijuana and other drugs?

Question for analysis:
Who is the author and what is the date of this resolution?
What was the purpose of this resolution?
What is the central problem or issue the author is addressing regarding India and its future?
What threat does the author see in Gandhi’s vision of a single Indian nation that does not acknowledge differences between Hindus, Muslims, and other groups?
What sorts of rights should “minority groups” have in a democratic society? Does the author think that this is possible in an area as diverse as the Indian subcontinent?
Class Participation Assignments:

Online Discussion Thread Questions:

**Discussion Thread #1:**
In areas of encounter between Europeans and indigenous peoples, figures known as *compradores* played an important role in establishing channels of communication and interaction, but often paid a high price in terms of their own well being and their subsequent historical legacy.

We see two examples of this in Krotoa, known as “Eva” (Capetown) and Dona Marina, also known as La Malinche (conquest of the Aztec Empire). Compare their fates, and discuss what significance gender may have had both in their ability to perform these roles and also in the eventual outcomes of their lives. Were they traitors to their societies by helping out those who end up dominating and to a great extent destroying their native societies and cultures?

**Discussion Thread #2:**
Why during the emergence of modern science (during the so-called Scientific Revolution, 1400-1700) was there a conflict between science and religion? Can one be both a scientist, one who believes in the necessity of material proof and the application of reason, and a person of faith?

**Discussion Thread #3:**
Why should an entire book, a graphic book at that, be devoted to a person who did not play a significant role in history? Normally we think of graphic biographies and novels as being about figures such as Nelson Mandela, Leonard da Vinci, or superheroes. What is the value to be gained, if any, from studying the life of this woman, Abina Mansah? Does her story as told here support the argument of the Europeans’ “civilizing mission,” or does it reveal it to be a sham?

**Discussion Thread #4:**
Consider the following questions: Is Ivan an heroic character? Do you see any aspect of Ivan Denisovich’s life that you could call “heroic”? Would Solzhenitsyn not have had a stronger emotional and critical impact if he had portrayed a figure who rebelled in some way, who tried to escape or resist? How would you compare Ivan Denisovich to Abina?

**Discussion Thread #5:**
Would you say that the process of globalization as we have studied it this semester has made the world a better place? Has it been a progressive force? When you compare the *Places of Encounter* chapters on Capetown and Salvador da Bahia to those on New York and Dubai, do you see a better world being described in the latter? Or do you see similar problems? Give examples.