



Fall 2007 - World History since 1500
HIST 1112 – 075 – crn: 80882
Mondays and Wednesdays, 5:30 pm – 6:45pm
Sparks Hall, Room 327

Instructor: Dr. Michele Reid
Office: General Classroom Building, History Department, Room 828
Office Hours: Mondays, 1:30-2:30pm, Wednesdays, 4-5pm
Email: mbreid@gsu.edu
Phone: 404/651-2250

COURSE OBJECTIVE

This survey course explores several themes that have shaped the history of the world from 1500 to the present. Using a comparative format, the class will highlight and analyze the connections between historical events and ideologies. Focus Questions will facilitate these comparisons and enable students to address the global impact of issues including power, race, culture, and commodities on societies, and the human consequences of these struggles.

REQUIRED TEXTS

The required textbook for this course is Robert Tignor, Jeremy Adelman, Stephen Kotkin, Suzanne Marchand, Gyan Prakash, and Michael Tsin, *Worlds Together, Worlds Apart: A History of the Modern World from the Mongol Empire to the present* (2002).

ADDITIONAL READINGS

Articles and primary documents marked with an asterisk “*” will be available either on electronic reserve at the GSU Library or via uLearn. Any required passwords will be distributed in class. Readings with a web link are available directly from the internet.

COURSE FORMAT

The format of the course combines short lectures, and student discussions and presentations. Students are expected to have read the assigned material and be able to contribute to the class commentary on a daily basis. I expect you to be a critical reader and an open-minded discussant.

COURSE POLICIES

Late work is unacceptable. In the event of an emergency, it is your responsibility to contact the professor and to request permission for an extension of the deadline.

Academic Honesty: Please read and abide by the University’s policy on academic honest, as set forth in the student handbook under the student code of conduct (<http://www2.gsu.edu/%7Ewwwdos/codeofconduct.html>). Cheating and plagiarism have very serious consequences and will result in failing this course.

Incompletes: The GSU policy states that we may only give incompletes for nonacademic reasons.

Disability: If you have a disability that will require special attention, please see me during the first week of class in order to make arrangements.

GRADING

		Plus/Minus Grades:			
Participation	20%	A	100 - 93.0	C+	79.9 - 77.0
Exams (2)	40%	A-	92.9 - 90.0	C	76.9 - 73.0
Essays (2)	40%	B+	89.9 - 87.0	C-	72.9 - 70.0
		B	86.9 - 83.0	D	69.9 - 60.0
Total	100%	B-	82.9 - 80.0	F	<60.0

Participation (20%)

Student attendance and participation are an important part of this course. The participation grade will be determined by the following three factors: attendance, discussion/in-class activities, and presentations.

1. Attendance: Students must sign-in at the beginning of class. More than 3 unexcused absences will adversely affect your final grade.

2. Discussion/In-Class Activities: Students must participate actively in class discussion. Students should be prepared to give an example of how the assigned reading addresses two of the Focus Questions. In addition, students will prepare several in-class written commentaries on the course materials, such as primary documents. Completing the assigned readings before class will enhance discussion, as well as help you prepare for exams and essays. *No make-ups on in-class written assignments.*

3. Student Presentations: Students will make two presentations each during the semester as a commentator on the assigned chapter or article and in a group presentation on contemporary international news.

- Student Commentators: Students, in groups of 2 or 3, will briefly (2-3 minutes each) explain how the reading addresses two of the Focus Questions.

- Group News Project: Approximately every two to three weeks, student groups of 2 to 4 will give a brief report (five minutes each) on current news events from around the world, such as South Africa, India, Cuba, or and China. Students will prepare two articles and present one in class. Students must use the *New York Times*. The paper version is available at the library and the link to the online version is <http://www.nytimes.com/>. Articles must be dated within one week of each other. Although this is a group presentation, students will be graded individually. Be creative. You may include relevant images, sound, etc. Your presentation must address questions 1-6 listed below. Print and submit a copy of two main articles and images (one from each source) and attach them to your typed responses to the following questions:

1. What two countries/regions did you read about?
2. What was the main news coverage from the areas you selected?
3. Which news story intrigued you the most, and why?
4. Which news photo intrigued you the most, and why?
5. How did the stories relate to the focus questions or current readings?
6. How has reading these newspapers helped you think critically and historically about the political, economic, and socio-cultural relationships, and their consequences in shaping the world we live in?

Exams (40%)

There will be two exams worth 20% each. The exams will cover the key terms listed for the first two sections of the course. The exam format may combine short answer, fill in the blank responses, or multiple choice options. The exam will also include a document analysis section.

Essays (40%)

Essays must be submitted electronically to Dr. Reid.

Students will prepare two essays worth 20% each. The essays must be 4-6 pages long, typed, double-spaced, one inch margins, and 12 font (preferably Times New Roman). Include your name, the essay number, and the date on the first page. Each essay must include:

- An introductory paragraph that states the issue you plan to discuss and how it relates to the Focus Questions
- Several paragraphs that discuss your stated issue with examples from the primary documents, as well as from other assigned readings or films
- A conclusion that explains the importance of examining your topic.

Additional essay instructions are as follows:

Essay I examines the tensions of empire and nationalism in the 20th century. For this essay, students will use two primary documents to compare the author's experiences.

Essay I must contain the following:

- Discuss how the reading addresses two focus questions
- Highlight one similarity and one difference of the authors' experiences
- Include two quotes from the primary sources
- discuss the human consequences

*Note: A quiz accompanies Essay I. The quiz grade will be combined with your essay grade.

Essay II examines globalization. For this essay, you will view a film from the list provided by Dr. Reid and write an essay in response to the question: How does the film use the experience of immigration to explore issues of power, race, culture, and commodities, and what were the human consequences? Additional instructions will be provided in class.

Focus Questions

1. Power - Acts of conquest, acquisition, and domination often dictated and defined the quest for power. Identify and discuss the main factors (such as land, people, religion, natural resources, etc.) that stimulated the pursuit of power.
2. Race - Race played an important role in justifying and maintaining political control. Identify and discuss the primary ways in which hierarchical constructions of race were used to assert power.
3. Culture - Maintaining and expanding cultural beliefs and values has fueled geopolitical struggles around the world. Identify and discuss the role of culture and cultural institutions in maintaining authority.
4. Natural Resources/Commodities - Access to new markets and control of commodities and natural resources often fueled desires for political control. Identify the commodities/markets and discuss why they were important.

Human Consequences

The struggle to control and dominate people, territories and resources had tremendous human consequences. Identify what caused these tragedies and discuss their results.

Note: This syllabus provides a general plan for the course; deviations may be necessary.
* = available on electronic reserve or uLearn

SCHEDULE

I. Encounters and Conquests, 1450-1750

Key Terms: Ibn Battuta, Marco Polo, Ottoman Empire, Mughal Empire, Ming Dynasty, Tenochtitlán, Zheng He, Hangzhou, Constantinople, Re-Conquest, Reformation, Columbian Exchange, power, culture, commodity, race, human consequences

Week 1

Mon., Aug. 20 Introduction

Wed., Aug. 22 Pre-modern Worlds Systems
Reading: Tignor, Ch. 1, p. 3-40

Week 2

Mon., Aug. 27 Transitions to the Modern World-System
Reading: Tignor, Ch. 2, p. 42-59
Primary Document(s): Tignor, p. 17, 19, 27

Student Commentators: _____
In-class writing #1

Wed., Aug. 29 Transitions - continued
Readings: Tignor, Ch. 2, p. 59-76
Primary Document(s): Vasco da Gama*, Fernão Mendes Pinto*

Student Commentators: _____

Week 3

Mon., Sept. 3 LABOR DAY – NO CLASS

Wed., Sept. 5 READING DAY

Week 4

Mon., Sept. 10 Encounters and Conquests
Reading(s): Tignor, Ch. 3, p. 78-110
Primary Document(s): TBA

Student Commentators: _____
News Group Presentation-1: _____

In-class writing-2

Wed., Sept. 12 The New World: Encounters and Conquests
Reading/Primary Document(s):
Voyages of Columbus, p. 110-112 – www.americanjourneys.org/aj-062/; Aztec
Account of Conquest-The Plague*

Student Commentators: _____

Week 5 - Mon., Sept. 17 **Exam I**

II. Slavery, Revolution and Empire, 1750-1900

Key Terms: maroon societies, free people of color, encomienda, mita, Barbary Coast, chattel slavery, Middle Passage, Enlightenment, Johann Friedrich Blumenbach, Haitian Revolution, French Revolution, Industrial Revolution, Opium War, Mfecane, Wahhabism, Taiping Rebellion, Restoration

Wed., Sept. 19 Old World Slavery
Reading(s): British Slaves on the Barbary Coast*
Primary Document(s): Slavery in North Africa*, James Leander Cathcart*
Student Commentators: _____

Week 6
Mon., Sept. 24 New World Slavery
Reading: Tignor, Ch. 4, p. 118-124, 128-136, 138-139, 141-146
Primary Document(s): Mary Prince, p. 3-5
(http://www.amistadamerica.org/index.php?option=com_wrapper&Itemid=135)
Equiano, Ch. 2 p. 70-78
http://www.amistadamerica.org/index.php?option=com_content&task=view&id=444&Itemid=75
Student Commentators: _____

Wed., Sept. 26 Cultural Reorderings: Culture and Power
Reading(s): Tignor, Ch. 5, p. 162-193
Primary Document(s): West Comes East: China & Japan (13-22)*
Student Commentators: _____

Week 7
Mon., Oct. 1 Political and Social Reorderings: Visions of Freedom
Reading(s): Tignor, Ch. 6, p. 198-216
Primary Document(s): Visions of Freedom*, Women's Rights in the Enlightenment*

Student Commentators: _____
News Group Presentation-2: _____

Wed., Oct. 3 Industrial Revolution: Economic and Cultural Impact
Reading(s): Tignor, Ch. 6, p. 216-236
Primary Document(s): Industrial Revolution: Women Miners*
The Opium War: China and the West*

Student Commentators: _____

Week 8
Mon., Oct. 8 Alternative World Views - I
Reading(s): Tignor, Ch. 7, p. 239-269
Primary Document(s): Tignor p. 250 – Taiping on the Principles of the Heavenly State, Tignor p. 256 – Communist Manifesto

Student Commentators: _____

Wed., Oct. 10 READING DAY

Week 9

Mon., Oct. 15 EXAM II

*****MONDAY, OCT. 16 – LAST DAY TO WITHDRAW AND RECEIVE A “W”*****

III. 20th Century Nationalisms and the Tensions of Empire

Key Terms: Globalization, South African War, Boxer Rebellion, Cultural Modernism, W.E.B. Dubois, Eugenics, Great Depression, Nazism, Cold War, Apartheid, Franz Fanon, Mahatma Gandhi, Mao Zedong, Fidel Castro

Wed., Oct. 17 American Imperialism
Reading(s): Tignor, Ch. 8, p. 270-286
Primary Document(s): Tignor, p. 274 – Manifest Destiny
American Imperialism – Political Cartoons*
Student Commentators: _____

Week 10
Mon., Oct. 22 European Imperialism
Reading(s): Tignor, Ch. 8, p. 286-306
Primary Document(s): European Expansionism in Africa: Jules Ferry on
French Colonial Expansion*
Student Commentators: _____
News Group Presentation-3: _____

Wed., Oct. 24 World in Flux:
Reading(s): Tignor, Ch. 9, p. 308-344
Primary Document(s): W.E.B. Dubois – see Ch. 1 – p.1-2
<http://www.bartleby.com/114/1.html>; Tignor, p. 325 (China)
Student Commentators: _____

Week 11
Mon., Oct. 29 National Identities
Reading(s): Tignor, Ch. 10, p. 347-357, 360-372
Primary Document(s): Marie Claude Vaillant-Couturier Testimony –
<http://www.law.umkc.edu/faculty/projects/ftrials/nuremberg/vaillanttest.html>
Student Commentators: _____

Wed. Oct. 31 National Identities – cont'd
Reading(s): Tignor, Ch. 10, 374-379; Ch. 11, p. 384- 396
Primary Document(s): Desmond Tutu Speech
<http://www.fordham.edu/halsall/mod/1984tutu.html>
Student Commentators: _____
News Group Presentation-4: _____

Week 12
Mon., Nov. 5 Decolonization - India
Reading(s): Tignor, Ch. 11, 397-415
Primary Document(s): TBA-India
Student Commentators: _____

Wed., Nov. 7 Decolonization - Africa
Reading(s)/Primary Document(s): Franz Fanon Speech -
<http://www.marxists.org/subject/africa/fanon/national-culture.htm>

Week 13

Mon., Nov. 12 Revolution - China
Reading(s): Tignor, Ch. 11, 415-423
Primary Document(s): TBA-China

Student Commentators: _____

Wed., Nov. 14 Revolution - Cuba
Reading/Primary Document(s): Living the Revolution*
QUIZ on Part III (the quiz will be combined with the grade for Essay I)

Week 14

Mon., Nov. 19 **ESSAY I – Due by 11pm via electronic submission**

Wed., Nov. 21 THANKSGIVING HOLIDAYS (Nov. 20-24)–NO CLASS

IV. Globalization and Immigration

Week 15

Mon., Nov. 26 Globalization and Immigration
Reading(s): Tignor, Ch. 12, p. 424-444

Student Commentators: _____

News Group Presentation-5: _____

Wed., Nov. 28 Visions of Globalization – Film Day - Make a selection from the film list.
Reading(s): U.S.: Massey, “New Immigration and Ethnicity in the U.S.,”
p. 633-640 - Stable JSTOR URL: <http://links.jstor.org/sici?sici=0098-7921%28199509%2921%3A3%3C631%3ATNIAEI%3E2.0.CO%3B2-A>
OR Europe: London, “Knocking on Europe’s Door,” 1-7*

Week 16

Mon., Dec. 3 Visions of Globalization – Discussion
Hand in a photocopy or printout of your film notes

Wed., Dec. 5 WRITING DAY

FINAL ESSAY DUE WEDNESDAY, DECEMBER 12 BY 5PM
Via electronic submission