

COLLEGE LEVEL SYLLABUS 1300 TO PRESENT

NORTHEASTERN UNIVERSITY DEPARTMENT OF HISTORY WORLD HISTORY, FROM 1400 FALL SEMESTER

Instructor: Deborah Johnston

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Course Description

This course is an introduction to World History 1300 onward. By looking at history through the overarching themes of Community and Control, we will explore the past while finding its relevance to the present. The more specific themes that we will use include Expansion and Exploitation; Experiencing New Ideas; Building a Global Industrial Society Defining Rights, Finding Identity; Resistance to Hegemony; Global Conflict as a Means of Shaping World Order; and Responses to Globalization: Finding Identity in an Interconnected World. The emphasis will always be on a global perspective, looking at the ways in which people and societies have been connected through time.

What is World History

World history is the study of human patterns of interaction with a particular focus on change over time, global exchange, and those phenomena that connect people, places and ideas across regional boundaries. By focusing on human interaction on all levels we can see the big picture as well as the details of individual lives. World history also gives us a perspective of the past that goes beyond a national or regional viewpoint – a perspective that embraces large comparisons both spatially and temporally.

Readings

We are going to experiment with not using a textbook for this course. I have included one on the Optional list and placed it on reserve in case you feel the need to supplement lectures and readings with more background information. I have found however, that the textbook provides too much extraneous information and can bog down a course in specifics when we are looking for broad conceptual understandings. We will be better served using the shorter, less dense readings provided. On average there is about 100 pages of reading each week. Please note that there are six novels to choose from- you may select any two but the first three listed should be read by the first novel date and the last three by the second date. For example, if you choose to read two of the first three, you need to have both read for the earlier date. Reading one of each set will provide a more balanced reading load.

Required:

Wiesner et. al., Discovering the Global Past A Look at the Evidence v. 2

Pomeranz and Topik, The World That Trade Created

Class Pack available at Gnommon (includes some of the required readings from Tignor, Reilly and Adams, among others).

Two of the following novels:

1st set:

Dangaremba, Tsitsi Nervous Conditions (Rhodesia/ Zimbabwe- colonial period)

Chang, Jung Wild Swans (Three generations of Chinese women- entire 20th century)

Kingsolver, Barbara Poisonwood Bible (Congo mid to late 20th century)

2nd Set:

Bridal, Tessa Tree of Red Stars (Uruguay- human rights 20th century)

Jabbour, Hala Deeb Woman of Nazareth (Palestinian woman 1947 to present)

Alvarado, Elvia Don't Be Afraid Gringo: A Honduran Woman Speaks from the Heart: The Story of Elvia Alvarado (Honduras- human rights and poverty amidst globalization)

Optional:

Tignor et. al, Worlds Together, Worlds Apart (textbook)

Reilly, Worlds of History A Comparative Reader v. 2

Adams et. al. Experiencing World History

There are copies of the required and optional readings on reserve at Snell.

IV. Grades:

A total of 1000 points is possible. Everyone has the potential to do very well as long as you turn in assignments, participate in class and do the readings. Grades will be given as follows. To improve grades, there may be some occasion for extra assignments IF ALL MAJOR ASSIGNMENTS HAVE BEEN TURNED IN.

A+ = 970 - 1000	B+ = 870 - 899	C+ = 770 - 799	D + = 670- 699
A = 930 - 969	B = 830 - 869	C = 730 - 769	D = 630 - 669
A- = 900 - 929	B- = 800 - 829	C- = 700 - 729	D- = 600 - 629
			F = Below 600

points

Course Requirements

Attendance/ participation	75 points
Mini Oral Presentation On-going throughout quarter	50 points
Weekly 1 question quizzes on readings (12)	120 points
Bi-weekly Thematic Maps (6)	150 points
Mid-term exam (take home)	150 points
Comparative Gender essay on Two novels	130 points
Museum visit report	50 points
Media project	125 points
Final Exam (in class)	150 points

VI. Class Policies:

Attendance and participation: Attendance in this class is mandatory. If you must be absent due to an emergency or medical reason, please let me know by e-mail.

Each student will be responsible one mini oral presentation. Weekly quizzes and daily participation in class discussions cannot be made up, except under extenuating circumstances. Students who attend regularly and contribute to class discussions will receive up to 75 points for class participation.

Late work: Late work will be penalized 5% for each day beyond the due date, unless other arrangements are made with the instructor. You may turn work in to the History dept office drop box by 249 Meserve hall and the secretary will stamp it with the date on which it was received. It is always best to turn in the assignment, even if it is so late, it is worth close to nothing. Having all work turned in does allow you to be eligible for additional (extra credit) assignments. Keeping up with the assignments, including reading for discussion is key to success in this class.

Major Assignments

Please email me if additional clarification is necessary. Additional instructions will be given out as noted in some cases below.

Readings

The readings include both primary and secondary documents as well as novels. As you read, think about how the readings selected connect to the topics being discussed in class, prior readings, and the present. Take notes on key ideas. Occasionally guiding questions will be given for the readings. In addition, ask (and answer) your own, higher- level questions.

Weekly Quizzes

There will be a weekly quiz on the readings. This will usually be one open ended question which can be answered in less than five minutes, if the reading has been done. Occasionally they may involve interpretation of a map or visual from the text. Sometimes, you may be asked to write your own good question and answer it.

Mini Oral Presentation “Making History Relevant”

Students are responsible for a 2-3 minute presentation at the beginning of one class during the quarter. After reading the required materials for that day, students are to prepare a brief but well prepared introduction. This should suggest ways in which the content of the day is relevant to student lives today. Visuals are welcomed, as are political cartoons (original or otherwise), artwork and graphic organizers. Please pick up an overhead transparency prior to your presentation day to facilitate your remarks.

Bi-weekly Thematic Maps

There will be six maps required which focus on the aspects of the themes we will be exploring in the course. See the attached Map Assignment for further clarification.

Mid-term exam (take home)

A “portfolio” take home test will be passed out in advance. Students have four weeks to complete the test using readings, class discussions, and lecture notes.

Comparative essay on Novels

In addition to in- class quizzes on both novels, there will be a 4-5 page essay on the two books comparing gender roles. A detailed rubric outlining the requirements will be passed out in class.

Museum visit report

Students are expected to visit the Museum of Fine Arts (or another approved museum). Students may choose to go at anytime. Please see attached hand-out for further clarification.

Media Literacy project

During the second half of the course, students are expected to complete a Media Literacy project involving web sites and / or videos. A sample list of introductory web sites will be given out from which students may choose a topic or generate their own approved topic from 1800 to the present. Students will then find at least five media sources on that topic. They will critique the media in question using a set of criteria. Further clarification will be given after the mid-term but students should take note of web sites, videos or TV programs that might be possible choices.

Final Exam (in class)

The final exam will be essay based using primary, secondary and visual sources. In addition, there will be a map component on the final.

Schedule (Semester)

Readings should be done prior to class meeting. Please use this schedule to make sure work is completed and readings are done in a timely fashion. * Indicates reading is in Course packet. All other readings are available at the bookstore and on Reserve.

Day 1 Worldviews: Cartography over time

Introduction to the course, themes, readings and map assignment.

Week #1 Expansion and Exploitation 1300 - 1800

KEY QUESTION: *What methods did empires use to expand?*

Day 2

*Required Reading: “Early Modern World History” Overview pp. 253- 258 and Chapter 14, “Population of the Earth: Growth, Decimation and Relocation” both in Adams et al. Experiencing World History

Class agenda: Quiz. World Population discussion. Geography in world history.

Day 3

*Required Reading: “Chinese and European Expansion” in Reilly, Worlds of History v. 2

Class agenda: Mini-Lecture: Empires Circa 1400. Small group discussion of documents.

Day 4

Required Reading: “First Encounters: The Creation of Cultural Stereotypes” in Wiesner et al. Discovering the Global Past

Optional Reading: Chapter 2, “Europeans, Americans and Africans in the Atlantic World” in Reilly, Worlds of History v.2. and pp. 86 –102 in Tignor et. al, Worlds Together, Worlds Apart.

Class agenda: Video clips: Crucible of the Millennium and CNN Millennium Series. Work with Primary documents. Class discussion.

Week #2 **Expansion and Exploitation** 1400 - 1800

KEY QUESTION: *What commodities propelled the growth of empire?*

Day 5

Required Reading: “Chapter 4 Transplanting: Commodities in World trade” in Pomeranz and Topik, World That Trade Created

Optional Reading: Chapter 3, “Asian Continental Empires and Maritime States” in Reilly, Worlds of History v.2. and pp. 79 –86, 102- 106, and 110- 116 in Tignor et. al, Worlds Together, Worlds Apart.

Class agenda: Quiz. Using Technology and Trade to Extend Empire lecture/ discussion and simulation. Mapping Afro-Eurasia.

Day 6

*Required Reading: “Chapter 17 Labor and Leisure in the early Modern Period” in Adams et al Experiencing World History and pp. 147 – 158 esp. pp. 154 –156 in Pomeranz and Topik, World That Trade Created

Optional Reading: “The Slave trade and Africa” pp. 131- 136 in Tignor et. al, Worlds Together, Worlds Apart.

Class agenda: Power point presentation on Slavery (video, art, literature). Inner-Outer Seminar on Labor Systems.

Day 7

Required Reading: Chapter 4 “Sweet Nexus: Sugar and the Origins of the Modern World” in Wiesner, Discovering the Global Past v. 2

Class agenda: Map #1 due. Receive take home mid-term today (due Day 22) Sugar discussion/ role-play.

Week #3 Experimenting with New Ideas

KEY QUESTION: *What global processes and products encouraged new ideas and provoked escalating concerns?*

Day 8

*Required Reading: Chapter 18 and 19 on Population 19th/ 20th c. Adams et al, Experiencing World History

Optional Reading: Chapter 3 “The Economic Culture of Drugs” in Pomeranz and Topik, World That Trade Created

Class agenda: Quiz. Population video. Agricultural/ technological improvements. Improvements in Nutrition despite the “drug” trade.

Day 9

*Required Reading: Migration CD-Rom hand-outs.

Optional Reading: pp. 333- 343 “Rethinking Race and Reimagining Nations” Tignor et al. Worlds Together, Worlds Apart

Class agenda: Race and Racism. Class in Computer Lab –Migration CD and web sites.

Day 10

Required Reading: Chapter 10 “Modernity” in Wiesner et. al., Discovering the Global Past

Optional Reading: pp. 317 – 332 “Worldwide Insecurities” and “Cultural Modernism” in Tignor et al. Worlds Together, Worlds Apart

Class agenda: The Progress of Humanity? Inner-Outer Seminar Discussion.

Week #4 Building a Global Industrial Society

KEY QUESTION: *What contrasting theories are used to explain the rise of an industrial Europe?*

Day 11

*Required Reading: Hand-out on Rise of West (lecture notes and Stokes article)

AND from Chapter One Excerpts 1.4, 1.7, 1.8,1.14. From Chapter Two Excerpts 2.1, 2.2, 2.7, 2.8, 2.9 Chapter Six Excerpts 6.5, 6.10 in Pomeranz and Topik, World That Trade Created

Class agenda: Quiz. Debate on Rise of West.

Day 12

Required Reading: Chapter 7 “ World Trade, Industrialization and De-Industrialization” in Pomeranz and Topik, World That Trade Created

Class agenda: Textiles as a Case Study of Industrialization.

Day 13

Required Reading: “Industrializing the Nation: Germany and Japan” in Wiesner, et. al., Discovering the Global Past.

Class agenda: Map #2 on Global Industrial Society due. (Focus map on Textiles worldwide. Include inventions, resources, ideas, relating to the development of textiles up to at least the 20th century.) Comparison graphic organizers/ discussion. Video clips.

Week #5 Building a Global Industrial Society

KEY QUESTION: *What new visions of political and economic structure emerged?*

Day 14

*Required Reading: ch. 21 “Work and Leisure amid Industrialization and Imperialism” in Adams et al, Experiencing World History

Class agenda: In class document analysis (Human Record) and Hyde Park Speeches.

Day 15

*Required Reading: Chapter 7 pp. 239-269 “Alternative Visions of the Nineteenth Century” in Tignor et al. Worlds Together, Worlds Apart

Class agenda: Quiz. Guided Discussion. Societal responses to Global Change

Day 16

*Required Reading: Chapter 6 “Capitalism and the Industrial Revolution” in Reilly, Worlds of History v. 2

Class agenda: Art as a Response to Global Industrialization Power point presentation and discussion.

Week #6 Defining Rights, Finding Identity

KEY QUESTION: *What role does identity play in the search for rights?*

Day 17

*Required Reading: Chapter 5, “Enlightenment and Revolution” in Reilly, Worlds of History v. 2

Optional Reading: pp. 199 – 212 in Tignor et al. Worlds Together, Worlds Apart

Class agenda: Quiz. Overview of Rights from Enlightenment to Universal Declaration of Human Rights. Connection to civil liberties today.

Day 18

Required Reading: Chapter Six “The Liberator Hero and Western Revolutions” in Wiesner, et. al. in Discovering the Global Past

Class agenda: Comparative Revolutions. Theories of Revolution and Comparative Matrix.

Day 19

*Required Reading: Haitian Revolution hand-outs.

Class agenda: Map #3 “due today. Haitian Revolution case study. Small group discussions.

Week #7 Defining Rights, Finding Identity

KEY QUESTION: *How does class and gender impact political and economic rights?*

Day 20

*Required Reading: Ch. 20 and Ch. 24 “Gender Structures 1750 –1914 and 1914 - Present” in Adams, Experiencing World History

Optional Reading: Feminism and the Peace Movement (1910- 1990) in Wiesner, Discovering the Global Past, v. 2

Class agenda: Quiz. Gendered History. Economic and Political rights. Gender and revolution. Gender and Peace Movements.

Day 21

*Required Reading: Coffeehouse hand-outs. Read novel.

Class agenda: Portfolio Take-home Midterm due today. Bring your beverage of choice. Coffeehouse Discussions.

Day 22

*Required Reading: Coffeehouse hand-outs. Read novel.

Class agenda: Bring your beverage of choice. Coffeehouse Discussions/ Mini Trial.
Week #8 **Resistance to Hegemony**

KEY QUESTION: *How did societies experience and resist external influence?*

Day 23

*Required Reading: Chapter 7 “ Free Trade and The Opium War” in Reilly, Worlds of History v. 2

Optional Reading: Chapter 8 “Colonized and Colonizers” in Reilly, Worlds of History v. 2–Literature in World History (might be helpful for paper)

Class agenda: Quiz. Resistance to Economic Control. The British East India Trading Company. Western influence and local responses in China in comparison with India and later Japan.

Day 24

Required Reading: Read novel.

Class agenda: Scramble for Africa. Overview discussion on 19th and 20th century Imperialism and Resistance to Imperialism. Resistance to Political Control: Ethiopia, Liberia, Siam, Samore Toure, Lobengula/ Rhodesia, India.

Day 25

Required Reading: First Novel due (Nervous Conditions, Wild Swans and/or Poisonwood Bible.)

Class agenda: Quiz. Receive Essay assignment. Discussions about Gender, Change and Resistance as seen through literature.

Week #9 **Resistance to Hegemony**

KEY QUESTION: *What were/are the consequences of independence and decolonization?*

Day 26

*Required Reading: Chapter 9 “Independence and Westernization” in Reilly, Worlds of History v. 2

Optional Reading: pp. 397 – 408 “Decolonization” in Tignor, Worlds Together, Worlds Apart

Class agenda: Map #4 Global Imperialism due today. Independence and Decolonization Movements. Case Studies: China, India, South Africa, Palestine, Vietnam.

Day 27

*Required Reading: News articles. Read novel.

Class agenda: Resistance to Social Control: Religious Fundamentalism, Secularization and Reform (Iran, United States, Turkey...)

Day 28

*Required Reading: News articles. Read novel.

Class agenda: Museum Report due today. Resistance to Sought after Change: Russia and Zimbabwe or South Africa.

Week #10 **Global Conflict as a Means of Shaping World Order**

KEY QUESTION: *Are conflicts all about ideology or can they be always tied to economic causes?*

Day 29

*Required Reading: Hand-out on 1898 Around the World, pp. 295-296 from Tignor, Worlds Together, Worlds Apart

Class agenda: Quiz. 1898 as a Global Turning Point. Spanish American War Cartoons, Panama Canal, Boer War, Boxer Rebellion

Day 30

Required Reading: "Total War: The Cost of Unlimited Conflict 1914- 1945" in Wiesner, Discovering the Global Past v. 2

*Optional Reading: Collateral Damage readings

Class agenda: Quiz. Class Debate

Day 31

*Required Reading: Excerpts from "Fascism, WWII and Genocide" Reilly, Worlds of History v. 2

*Optional Reading: Holocaust Poetry

Class agenda: Map #5 Economic Conflict due today. Genocide.

Week #11 **Global Conflict as a Means of Shaping World Order**

KEY QUESTION: *How do the results of conflicts over identity differ from those of conflicts over ideas and economics?*

Day 32

Required Reading: 2nd Novel due today (Tree of Red Stars, Woman of Nazareth, and/ or Don't Be Afraid Gringo).

Class agenda: Quiz. Discuss novels and human right conflicts.

Day 33

*Required Reading: Excerpts from "New States and New Struggles" from Reilly, Worlds of History v. 2

Optional Reading: News articles

Class agenda: Middle East Conflict

Day 34

*Required Reading: Chapter 13 "Women's World" in Reilly, Worlds of History, v. 2

Class agenda: Ethnic and Racial Conflict

Week #12 Responses to Globalization: Finding Identity in an Interconnected World

KEY QUESTION: *How does the process of globalization reflect the history of global interactions?*

Day 35

*Required Reading: Select pieces from Chapter 14 “Globalization” in Reilly, Worlds of History v. 2 and Chapter 12 “Globalization” in Tignor et. al. Worlds Together, Worlds Apart

Class agenda: Quiz. Spider Webs. Overview of Recent Globalization through a history of International Organizations

Day 36

Required Reading: Ch. 15 “McDomination: The Americanization of Global Popular Culture” in Wiesner, Discovering the Global Past v. 2

Optional reading: Chapter Nine “Lands of Desire: Department Stores, Advertising, and the New Consumerism (1920’s)” in Wiesner, Discovering the Global Past v. 2

Class agenda: Global Consumerism. Fast food, Bollywood and Football.

Day 37

No reading.

Class agenda: Comparison Essay due today.

Week #13 Responses to Globalization: Finding Identity in an Interconnected World

KEY QUESTION: *How do people and societies maintain a unique sense of identity?*

Day 38

No Reading. (Work on Map and Project)

Class agenda: Map #6 Globalization 2002 due today. Global Connections: Migration, Health, Conflict...

Day 39

*Required Reading: News articles, Hand-out (Rethinking Globalization chapter)

Class agenda: Global Citizens- Empowerment.

Day 40

No Reading.

Class agenda: Media Project due. Class discussions about Media Literacy. Pass out final exam questions.

Week #14 **Review -Future Studies**

KEY QUESTION: *What global trends can you predict will continue or change?*

Day 41

No Reading

Class agenda: Future (Thematic) Timelines. Review.

Day 42

Class agenda: Review. Evaluation.

Reading Days, Finals (Dates to be announced)

Thematic Mental Maps

Approximately every other week you will need to draw a map of the world (or a large region of the world). Use the assigned theme (see underlined part) to help you select the content you wish to place on the map. Be sure to include physical features, political features (city and country), and historic features (events, people, ideas). Include arrows to show movements of people, ideas and things. Each map should contain at least TWENTY features. Include features that were mentioned in class and/or in the readings. A key should somehow indicate change in time on maps that span long periods of time or encompass much change.

Map #1 Due _____

Theme: **EXPANSION AND EXPLOITATION** Commodities and Connections (1400 - 1800)

Map #2 Due _____

Theme: **BUILDING A GLOBAL INDUSTRIAL SOCIETY** Textiles (500 C.E. - 1900)

Map #3 Due _____

Theme: **DEFINING RIGHTS, FINDING IDENTITY** Slavery (Foundations – Present)

Map #4 Due _____

Theme: **RESISTANCE TO HEGEMONY** Global Imperialism (1500 - 1960)

Map #5 Due _____

Theme: **GLOBAL CONFLICT AS A MEANS OF SHAPING WORLD ORDER** Economics and Conflict 1898 - Present

Map #6 Due _____

Theme: **RESPONSES TO GLOBALIZATION: FINDING IDENTITY IN AN INTERCONNECTED WORLD**
Globalization 2002

OPTIONAL (extra credit) due by **Due** _____

Theme: **CURRENT EVENTS** _____

All other maps must be turned in to receive credit for this one.

MUSEUM VISIT

Spend 1-2 hours in any museum before _____. Choose one of the following THEMES and find at least three objects that represent this theme. Be sure your objects come from a variety of places around the world and represent several different art forms.

THEME CHOICES:

Expansion and Exploitation
Building a Global Industrial Society
Resistance to Hegemony
Responses to Globalization: Finding Identity in an Interconnected World.

Experimenting with New Ideas
Defining Rights, Finding Identity
Global Conflict Shaping World Order

Object One

Title: _____ Origin: _____

Time frame: _____ Artist (if known): _____

Type of object (sculpture, painting, ceramic, weapon, clothing, etc.): _____

Description: _____

Connection to theme: _____

What does this object say about the society in which it was created?

Object Two

Title: _____ Origin: _____

Time frame: _____ Artist (if known): _____

Type of object (sculpture, painting, ceramic, weapon, clothing, etc.): _____

Description: _____

Connection to theme: _____

What does this object say about the society in which it was created?

Object Three

Title: _____ Origin: _____

Time frame: _____ Artist (if known): _____

Type of object (sculpture, painting, ceramic, weapon, clothing, etc.): _____

Description: _____

Connection to theme: _____

What does this object say about the society in which it was created?

In conclusion :

1. Are certain regions of the world represented differently by museum curators than others?
2. Based on the theme you chose to follow, draw three conclusions about art and world history.
3. How does material culture and art (textiles, masks, artifacts, sculpture) give us insight into the study of world history?
4. Choose a topic we have studied in this course and propose a small THEMATIC museum exhibit. What topic would be interesting to museum visitors and why? Where would you gather artifacts from? (name at least three places) What types of things would you want included (in an ideal world)? Think innovatively about interactive hands-on exhibits, multi-media and museum ethics. Feel free to sketch a panel from the proposed exhibit below.

