World History
His 321 - Monday & Wednesday, 2:30-3:45PM
Ferguson 477

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Office Hours:
Mon. & Wed. 10:00AM-12:30PM
Tues. & Thurs. 8:00-10:30 AM
Or by Appointment

Course Description
This course uses world history to look at the ways in which different peoples, cultures, and societies have developed and interacted over time. By focusing on the cultures, societies, and transformations throughout a variety of regions in and peoples throughout the world, this course will provide a new framework for students to learn how peoples from diverse parts of the world have been interconnected throughout history, from ancient empires to the Cold War, from economic networks to cultural influence, from environmental causes to social movements. With this broad framework, and drawing from a wide variety of secondary and primary resources, this class will investigate various social, political, ideological, and economic processes and factors that shaped global history over time.

Texts and Readings
There are five required books for the course that students will read five books throughout the semester. The required texts are:


Stearns, Jason K. Dancing in the Glory of Monsters: The Collapse of the Congo
The Fernandez-Armesto volume is a textbook designed to guide students in the general narrative of World History that we will be tracing this semester. The other four books are monographs that deal with various parts of the world and various processes of World History in the past 1000 years. Together, these works will simultaneously complement the lectures, allow students to broach important topics in greater depth, and to provide different perspectives and insights on historical events and processes. Students are expected to do all of the readings and attend class prepared to discuss them, as outlined on the semester calendar below.

**Assignments**

Students are expected to read anywhere from 75-150 pages of texts a week. Readings are due on the date they are listed on the syllabus. Given the centrality of readings to the course, student attendance and participation is required. Discussions sections between students and the professor will be a regular feature of the course, and so they must complete the assigned readings outside of the classroom. Attendance and participation will make up a full 20% of students’ final grades. If it becomes clear that students are not doing the assigned readings, quizzes will become a regular feature of the course.

Students will also be given two exams through the course of the semester, in the form of a midterm exam and a final exam. Each exam will be worth another 25% of the final grade.

Finally, students will write a research paper that will compose 30% of their final grade. Students are given one of two options on their papers. They may write a lesson plan (encouraged for those specializing in secondary education), or they may write a critical analysis that compares one of the assigned books in class to other work(s) on the subject. As they prepare their topics, students will be required to meet with me during the fifth week of class to discuss a topic and possible avenues to research. This paper is due in the sixteenth week of the semester, on **Monday, April 30**. Any paper that is late will lose a half of a letter grade per day it is late. A further description of this assignment can be found below.

**Grades**

As outlined above, the grades will be determined in the following manner:

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<tr>
<th>Component</th>
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<tr>
<td>Attendance &amp; Participation</td>
<td>20%</td>
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<tr>
<td>Mid-Term Exam</td>
<td>25%</td>
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<td>Final Exam</td>
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<tr>
<td>Final Research Paper</td>
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<td><strong>TOTAL</strong></td>
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**Program Learning Outcomes**
The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning a B.A. degree in History:

1. The student will evaluate the role of the historian in society.
2. The student will assess the significance of historical events/phenomena and analyze their historical contexts.
3. The student will locate, identify and critically analyze primary and secondary sources appropriate for historical research.
4. The student will interpret evidence found within primary sources and place those sources within their appropriate historical context.
5. The student will effectively communicate historical arguments in support of a central thesis, including the proper citation of sources using the most recent edition of the *Chicago Manual of Style*.

This section of this course will focus on PLOs **2, 3, 4, and 5**.

**Student Learning Outcomes**

**Academic Integrity (A-9.1)**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades (Semester Grades Policy, A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)
Course Outline

Week 1 – Intro
Wednesday, Jan. 18 – Introducton to the class

Week 2 – The Rise of Humanity and Early Civilizations
Readings: Fernandez-Armesto, Chs. 1-5
Monday, Jan. 23: The Origins of Humanity and the Early Seeds of Agriculture
Wednesday, Jan. 25: Cradles Around the World: Ancient Civilizations

Week 3 – The Rise of New Religions and the Decline of Old Empires: 500 C.E.-700 C.E.
Readings: Fernandez-Armesto, Chs. 8-10
Monday, Jan. 30: Early Empires and Intellectual Revolutions
Wednesday, Feb. 1: Rise of the Profane – New Religions and Their Global Reach

Week 4 – Early Contacts and Conflicts
Readings: Fernández-Armesto, Ch. 13, and Weatherford, Genghis Khan and the Making of the Modern World
Monday, Feb. 6: The Ascendancy of Asian and African Empires
Wednesday, Feb. 8: Discussion of Weatherford, Genghis Khan

Week 5 – Radical Transformations, New Explorations, Shifting Power: Global Change, 1200-1450
Readings: Fernandez-Armesto, Chs. 14-15
Wednesday, Feb. 15: The Peoples of the Americas to 1492
Appointments to Meet with Dr. Snider to Discuss Paper Projects (All Week)

Week 6 – Exploration, Exchange, and Elimination: Contact in the Americas
Monday, Feb. 20: The “Old” World Meets the “New” World
Wednesday, Feb. 22: Four Continents, Many Changes

Week 7 – The Age of Empire, 1550-1700
Readings: Garcilaso de la Vega, The Royal Commentaries of the Incas
Monday, Feb. 27 – The Shape of Empire in the Americas
Wednesday, Feb. 29 – Discussion, Garcilaso de la Vega, Royal Commentaries

Week 8 – Transformations in Thinking and Seeing: Social, Political, and Intellectual Changes, 1700-1800
Readings: Fernandez-Armesto, Chs. 20-22
Monday, March 5 – Intellectual and Scientific Transformations in a Global Context
Wednesday, March 7 – Global Interactions and Global Economies
Week 9 – SPRING BREAK: NO CLASS

Week 10 – Shifts in Global Power – The Long Nineteenth Century
Readings: Fernandez-Armesto, Chs. 23-25, and readings on Neocolonialism in India [available on Blackboard]
Monday, March 19 – Growth and Neocolonialism – The Expansion of New Empires
Wednesday, March 21 – Social Transformations and the Rise of the West in the World

Week 11 – The Dawn of Modernity in Thought and Industry
Readings: Fernandez-Armesto, Chs. 26-27
Monday, March 26 – Industry and Its Impact on Peoples and Thought at the Dawn of the 20th Century
Wednesday, March 28 – Global Interactions, Global Conflicts

Week 12 – Modernity, War, and Decolonizations: The World, 1918-1947
Readings: Fernandez-Armesto, Chs. 28-30
Monday, Apr. 2 – Redefining States and Peoples in the Interwar Period
Wednesday, Apr. 4 – The Legacies of War and the Rise of Independence

Week 13 –
Readings: Khan, The Great Partition
Monday, Apr. 9 – EASTER HOLIDAY - NO CLASS
Wednesday, Apr. 11 – Discussion of Khan’s Great Partition

Week 14 – Cold War Conflicts in a Global Perspective
Readings: Selected Documents from the Global 1960s [Available on Blackboard]
Monday, Apr. 16 – The Rise of the Cold War in the Global Context
Wednesday, Apr. 18 – The Global Sixties and a New Age of Revolution

Week 15 – The Challenges of Ethnicity and Nation in the 20th Century
Readings: Stearns, Dancing in the Glory of Monsters
Monday, Apr. 23 – Decolonization and Ethnic Struggle in the 20th Century
Wednesday, Apr. 25 – Discussion of Stearns’ Dancing in the Glory of Monsters

Week 16 – The World at the Dawn of the 21st Century
Monday, Apr. 30 – The End of the Cold War and the Rise of Neoliberalism
Wednesday, May 2 – Global Societies and Connections in the 21st Century
Final Paper DUE Monday, April 30

FINAL EXAM: TBD
For the final paper, you are given the option of doing one of two projects: a lesson plan, or a comparative research paper. Each option will require the students to develop their own topic, perform secondary (and possibly primary) research, and write a 12-15 page paper, due by noon on the final Friday of the semester. **ALL** students are to meet with me in **week five** to discuss their projects with me. Any and **ALL** cases of plagiarism will result in an automatic zero (0) for the assignment and referral of the case to the dean.

The descriptions of the projects are below.

I. Create a Lesson Plan

This assignment asks you to prepare a lesson plan for a unit on World history for the grade level of your choice. It is recommended that you cater the lesson towards your specialization (secondary education, elementary education, etc.), but you may do whichever age group you like. In this project, you will include:

I. A brief description of your general topic.

II. A detailed timeline of your lessons, to range from 2-8 weeks of a school year, as you wish.

III. A bibliography of 10-15 historical works that you will use to compile your lessons. This bibliography is to be composed of at least five books, and no more than three websites.

IV. A description of why you have chosen those works and how they will inform your own lessons for a classroom setting.

V. An explanation of your pedagogical approach, the assignments you will give, and what you expect the students to learn.

VI. In this lesson plan, beyond a basic textbook-style narrative, you must incorporate at least one of the following structures of historical analysis: social history; cultural history; environmental history; gender history; transnational history.

The above outline is not a strict structural guide for how you should format your paper. While you are expected to incorporate all of these elements, you may structure your paper as you see fit. You will be evaluated for originality, depth and detail, organization, and writing style (grammar; spelling; clarity of expression).
II. Comparative Research Paper

In this assignment, you are expected to conduct research and provide original analysis on two different non-Western regions/cultures/peoples. The period you choose to study is entirely up to you, but you will want to be sure to choose both a time period and a subject that is open to analysis and interpretations. Possible approaches can include analyses of social movements, the impact of periods of dramatic transformations (imperialism, industrialism, the Cold War, etc.) on different peoples, change in cultures, environmental histories of different regions and peoples, or other topics. In this paper, you will be expected to use both secondary sources and primary sources, either from class or from your own research. As a reminder, “Primary sources are firsthand accounts of people present at an event. In effect, they are witnesses of the event, in this case, of the conquest of Mexico. Secondary sources are based on primary sources” (The American Historical Association, “AHA Teaching and Learning in the Digital Age”). In this paper, you will be expected to draw on primary sources (translations acceptable) to provide your own analysis, using secondary sources to provide general background and narrative information.

As a reminder your paper should have a clear introduction that sets the general context and background of your subject, and a thesis statement that quickly explains what your original argument is. Citation format is Chicago Manual of Style, with a bibliography of all works you used (even those you did not necessarily directly cite), and with footnotes for citations, with a full citation of author, document/book title, and publication information included upon the first citation. The basic format for a footnote is as follows:

1 Archive, Collection, Author, Title of Document, Date of Publication, Page number.

If you are using primary sources from an edited volume, you should use the following format:

2 Author, Title of Document, editor of the collection, Title, (City of Publication: Publisher, Date of Publication), Page number.

Thus, a sample detailed citation of primary sources based on the two types above is as follows:


2 APERJ, Books Apprehended by the Political Police, L514, Luta Atual pela Reforma Universitária, p. 13.

For citing a secondary work (a book or monograph), the format should be as follows: