

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:

Fernandez-Armesto, Felipe. *The World: A History - Penguin Academic Edition, Combined Volume*. New York: Prentice Hall, 2010.

Weatherford, Jack. *Genghis Khan and the Making of the Modern World*. New York: Broadway, 2005.

de la Vega, Garcilaso. *The Royal Commentaries of the Incas and a General History of Peru*. Ed., Karen Spalding. New York: Hackett Publishing Company, 2006.

Khan, Yasmin. *The Great Partition: The Making of India and Pakistan*. New Haven: Yale University Press, 2008.

Stearns, Jason K. *Dancing in the Glory of Monsters: The Collapse of the Congo*

and the Great War of Africa. New York: PublicAffairs, 2011.

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:

Attendance & Participation:	20%
Mid-Term Exam	25%
Final Exam	25%
Final Research Paper	30%
TOTAL	100%

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

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/>

Course Outline

Week 1 – Intro

Wednesday, Jan. 18 – Introduction 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

Monday, Feb. 13: The Tumultuous Fourteenth Century and the Rise of Exploration

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

Readings: Fernandez-Armesto, Chs. 17-18, and primary sources on exploration and early Indigenous-European contact in the Americas [Available on Blackboard]

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

Final Paper – History 321

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:

¹ Tom Hayden, “Port Huron Statement,” in Jeremy Suri, ed., *The Global Revolutions of 1968*, (New York: W.W. Norton & Company, 2007), p. 52.

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:

¹ John Hemming, *Red Gold: The Conquest of the Brazilian Indians*, (Cambridge, Massachusetts: Harvard University Press, 1978), 10.