Course Summary and Objectives

This course is a critical introduction to the history of the world from roughly 1500 CE all the way to the present. To fully understand global societies in this time period, we will have to go back to a few centuries earlier and talk briefly about change and continuities from roughly 1000 CE. Throughout the semester, we will closely follow two textbooks and a collection of primary sources that I will post on Blackboard. The reading material is arranged chronologically for the most part. They are specifically chosen to give you a broad understanding of some of the principal forces that have shaped (and continue to shape) our contemporary societies across the globe.

Over the course of the semester, we will focus on different regions of the world, and certain trans-regional and global processes that gradually brought the world together. The nature of this course does not permit an exhaustive coverage of any specific region or theme. Our purpose here is to provide a broad framework for understanding various societies across the globe and, if you are interested, for further studies in the future.

Some of the main themes and problems that this course grapples with include the economic, political, scientific, and technological divergence between Western societies and the rest of the world; imperialism and colonization in its many different forms and varieties; economic transformations and unequal social development; social conflict, popular protest, riots, revolts, and revolutions; regional and global wars and violence; and the emergence and reemergence of political and economic orders.

You will read selections from a number of very interesting primary sources. These include excerpts from the writings of historical figures such as Mohandas Gandhi, W. E. B. Du Bois, Pierre-Joseph Proudhon, and Galileo Galilei. You will also read about the lives of less famous – and more average – people in various corners of the world.

Our objective here is twofold: On the one hand we will become familiar with the main narrative of world history in the modern period. On the other hand, we will question some of the basic assumptions of that narrative including the idea of modernity or the notion of the forward march of human civilization to a better, brighter, more prosperous, and more humane stage of its development.

Student Learning Outcomes

Both individually and as a class, students will:
• gain an understanding of the history and nature of various societies across the globe;
• learn about the economic, environmental, social, and political processes of globalization that brought the world together;
• weave together a story of human history from 1500 to the present that emphasizes patterns and contexts rather than isolated facts;
• analyze the main political, intellectual, social, cultural, religious, gendered, economic, technological, and ecological forces that have shaped (and continue to shape) our contemporary societies across the globe;
• recognize and explain cause and effect relationships important to modern world history;
• draw informed comparisons and contrasts between different societies and time periods;
• identify key ways that societies have changed and interacted in the early modern and modern world;
• employ historical empathy as a tool to interpret the actions of women and men in the past in the context of their particular time period and culture;
• learn about important historical problems such as the so-called rise of the West; imperialism and colonization in its many different forms and varieties; economic transformations and unequal social development; conflict, social protest, riots, and revolutions; regional and global wars and violence; and the emergence and reemergence of global political and economic orders;
• differentiate between primary and secondary sources, and analyze both in the assigned short papers; and
• organize their thoughts and writing in order to make logical and informed arguments about new information.

Course Requirements

This class is based on the reading material that you will study at home, as well as the lectures, films, and class discussions that we will have as a group over the course of the semester. Your thoughtful questions, comments, and contributions are welcome; they are in fact a clear indication of how much you are engaged with the course material. You should feel comfortable to speak up in class when you have questions about the material, when called on, or when something appears intriguing. Raising issues that you consider important in the course material during or after class shows to me that you care about what you learn in this course and that you are intellectually engaged. Do come to class well prepared to speak up or ask questions. If you have trouble talking in class, please come and see me.

I expect you to keep up with the reading material. When reading, you should take notes and write down your thoughts and reactions. These notes and reactions will be important for any in-class discussions, as well as any quizzes, exams, and writing assignments. All assigned texts must be completed by the morning of each class day.

We will have a midterm and a final exam (each 20% of your grade) consisting of both multiple choice and essay questions. You will be required to identify key individuals, concepts, and events that are highlighted in your readings. You will be asked also to describe the main historical processes that have occurred in various parts of the world over the course of the past several hundred years. These questions will all be based on the reading material, lectures, films, and discussions we will have in class. The final exam will cover the material after the midterm. On both exam days, please bring your own blue books and pens.
The key terms, questions, outlines, and summaries identified in the Tignor book are important and provide one of your principal guides to understanding the material in this course. In addition, I encourage you to make use of the online resources that come with the Tignor book. This material is available on the publisher's website. If you have difficulty accessing the material, please come and see me. The second crucial guide to the course material is the summaries and questions that you will encounter in the readings posted to Blackboard. And the third important guide will be my own virtual / online “handouts” over the course of the semester. Like the syllabus and some of the reading material, the online / digital handouts will be posted to Blackboard.

What you need to know in order to do well in this class is in your text books, lectures, films, and class discussions. You should therefore read everything carefully, come to class diligently, and participate in class discussions thoughtfully. If any questions arise while reading the material or during lectures, discussions, or films, you should raise those questions in class discussions or alternatively come and see me outside the class.

1. Class Participation (100 points / 10% of total grade):

   • Class attendance and taking active part in class discussions are exceedingly important and constitute 10% of your total grade. Regular attendance is vital -- you cannot benefit from lectures or engage in course discussions if you are not present. You should be aware that some of the questions for the midterm and final are drawn from my lectures, class discussions, and films, so attending class regularly is crucial if you want to do well in this course. Keeping up with the assigned readings is another key to success in History 101.

   • To earn a high class participation score, see the following:
      ○ Be mentally as well as physically present during class! Active class participation includes giving lectures, films, and discussions your full attention and taking notes regularly during class. Once class has started, please refrain from talking or text-messaging on your cell phone, surfing the web, reading newspapers or other out-of-class material, and walking in and out of the room. Texting or web-surfing during class will lower your class participation score significantly. Please arrive on time and do not leave before the end of class unless you let me know before class.

      ○ Engage when called on, and contribute to discussions: You will earn class participation credit by engaging with class lectures and readings. To encourage active participation, I will call on each of you in class over the course of the semester. I will ask you to respond to a particular point made in my lecture or to comment on one of the readings assigned for that week. If you email me at least one hour before class time on a day when you are ill or for another reason you are unable to attend class, I will take care not to call on you that day. We will devote some class time to discussion of the reading material (both primary and secondary sources) assigned for that week. You can earn participation credit by contributing to these discussions. Please be sure to bring the assigned readings to class.
○ Active participation in small group discussions / activities: You will at times be asked to discuss an assigned reading or complete a short activity in a small group. Each group will hand in a discussion write-up sheet signed by each person present. You will earn class participation points by participating in these discussions / activities.
○ Unannounced quizzes: In order to encourage you to attend class regularly and pay attention during lectures, you will also earn class participation credit by completing short, unannounced quizzes that will occasionally be held during class. These quizzes will be based on in-class lectures, discussions, and films.

2. **Reading Quizzes (150 points / 15% -- 30 points / 3% per quiz):**

   • There will be five reading quizzes throughout the semester which will check on how well you progress with the reading schedule. These quizzes constitute 15% of your total grade.
   • The date for each quiz is marked in the syllabus, so plan accordingly: September 2nd, September 14th, October 21st, November 4th, and November 18th.
   • I will also include one make-up / bonus question on each reading quiz. Those questions will concern important national and international current events covered in BBC and Democracy Now that week. (For more information, see further below.)

3. **First Take-Home Paper (150 points / 15%):**

   • This is a three-page paper in which you will analyze two primary sources. This paper is due by or before Monday, September 28th. It will ask you to contextualize, compare, and analyze two of the primary source readings posted on Blackboard for weeks one and two. The paper topic will be posted on Blackboard two weeks before the due date. You are required to submit your paper to Turnitin.com through Blackboard.

4. **Second Take-Home Paper (200 points / 20%):**

   • This is another three-page paper which analyzes the Fisher book. Like the first paper, it must be uploaded to Turnitin.com through Blackboard. The due date for this paper is by or before Monday, November 30th. In it, you will evaluate the Fisher book in the context of all the readings you have been doing over the course of the semester. I will provide further guidelines at least two weeks prior to the due date to help you with writing this paper.

5. **Midterm (200 points / 20% total – 100 points / 10% essay; 100 points / 10% multiple choice or true / false):**

   • The midterm exam is tentatively scheduled for Wednesday, October 14th. It will cover material presented in the weekly readings, class lectures, films, and discussions. The exam will be part essay and part multiple choice. A study guide will be handed out in advance. You should bring your own blue books and pens to class
6. **Final Exam (200 points / 20% of grade – 100 points / 10% essay; 100 points / 10% multiple choice)**:

   - The final will be part essay and part multiple choice in format. This exam is scheduled for Monday, December 14th at 1:00-3:00 PM at our regular class location. You should bring your own blue books and pens to class for this exam.

The breakdown of the grade is as follows:

- Class participation: 100 points = 10%
- Reading quizzes (Sept 2nd, Sept 14th, Oct 21st, Nov 4th, Nov 18th): 150 points = 15%
- First paper (Sept 28th): 150 points = 15%
- Second paper (Nov 30th): 200 points = 20%
- Midterm exam (Oct 14th): 200 points = 20%
- Final exam (Dec 14th): 200 points = 20%

**Grading Criteria**

Grades on exams, papers, quizzes, and class participation will adhere to the following standards: A+ (98-100), A (94-97), A- (91-93), B+ (88-90), B (84-87), B- (80-83), C+ (78-80), C (74-77), C- (70-73), D+ (68-69), D (64-67), D- (60-63), F (59 points or lower). An Incomplete in this course will be considered only in documented cases of exceptional illness or hardship.

**Turnitin.com**

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your papers in such a way that no identifying information about you is included. Another option is that you may request, in writing, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

**Late Work, Make-Ups, Alternative Arrangements, or Incompletes**

- Unannounced quizzes: There will be no make-ups for missed or failed unannounced quizzes.
- Reading quizzes: There will be no make-ups for missed or failed reading quizzes, but I will drop your lowest reading quiz score.
- Papers: Late papers and hard copies will not be accepted.
- Midterm and Final Exams: There will be no make-ups except in cases where you are ill and contact me before the exam. You will need to present a doctor’s note in order to take a make-up exam at one prearranged time.
- An Incomplete in this course will be considered only in documented cases of exceptional illness.
Sources for Current Events and Make-Up / Bonus Questions on Quizzes

To encourage you to build connections between past and present events and processes, I will include one make-up / extra credit current events question on each reading quiz, and in some class meetings when we discuss key current events. Becoming well informed about and interested in the challenges facing our world today will serve you well for the rest of your life. If you do not already do so, I encourage you to get into the habit of reading several leading articles from one or more of the following sources each day:

1. BBC (British Broadcasting Corporation):
   ○ The public-service broadcaster of the United Kingdom, the world's oldest national broadcasting organization, and the second largest broadcaster in the world. Available at http://www.bbc.com/news.

2. The Guardian:

3. The New York Times:
   ○ Considered by many to be the United States’ preeminent newspaper. Available at http://www.nytimes.com/.

4. The Wall Street Journal:
   ○ The largest newspaper in the United States by circulation. It is one of the most influential conservative papers in the country. Available at: http://www.wsj.com/.

5. Democracy Now:
   ○ The award-winning, progressive, nonprofit, independently syndicated news hour that airs on more than 1250 radio, television, satellite, and cable TV networks around the globe. Available at: http://www.democracynow.org/.

Course Etiquette & Electronic Devices

Once class has started, you should refrain from talking or text-messaging on your cell phone, surfing the web, using your headphones, reading newspapers or other out-of-class material, and walking in and out of the room. It is out of common courtesy to others and the professor that you should not do these. Texting or web-surfing during class is also distracting for you and for several students sitting around you. Cell phone use, web-surfing, and work unrelated to the course during class will lower your class participation score significantly. In addition, you should arrive on time and do not leave before the end of class unless you let me know before class.

The use of computers and tablets are permitted only for class-related purposes. The use of all other electronic devices in the classroom is prohibited. You should turn off your cell phone and do not text during class. This will help you concentrate on the material, remove distractions from other students, and create a better learning environment.

Academic Dishonesty and Plagiarism
Institutions of higher education are founded to impart knowledge, seek truth, and encourage one's development for the good of society. University students shall thus be intellectually and morally obliged to pursue their course of studies with honesty and integrity. Therefore, in preparing and submitting materials for academic courses and in taking examinations, a student shall not yield to cheating or plagiarism, which not only violate academic standards but also make the offender liable to penalties explicit in Section 41301 of Title 5, California Code of Regulations as follows:

**Expulsion, Suspension, and Probation of Students.**

Following procedures consonant with due process established pursuant to Section 41304, any student of a campus may be expelled, suspended, placed on probation, or given a lesser sanction for one or more of the following causes that must be campus related.

**Cheating**

Cheating is defined as the act of obtaining or attempting to obtain credit for academic work by the use of dishonest, deceptive, or fraudulent means. Examples of cheating include, but are not limited to:

- copying, in part or in whole, from another's test or other examination;
- discussing answers or ideas relating to the answers on a test or other examination without the permission of the instructor;
- obtaining copies of a test, an examination, or other course material without the permission of the instructor;
- using notes, cheat sheets, or other devices considered inappropriate under the prescribed testing condition;
- collaborating with another or others in work to be presented without the permission of the instructor;
- falsifying records, laboratory work, or other course data;
- submitting work previously presented in another course, if contrary to the rules of the course;
- altering or interfering with the grading procedures;
- plagiarizing, as defined; and
- knowingly and intentionally assisting another student in any of the above.

**Plagiarism**

Plagiarism is defined as the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting same to the university as one's own work to fulfill academic requirements without giving credit to the appropriate source. Plagiarism shall include but not be limited to:

- submitting work, either in part or in whole, completed by another;
- omitting footnotes for ideas, statements, facts, or conclusions that belong to another;
- omitting quotation marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof;
• close and lengthy paraphrasing of the writings of another;
• submitting another person's artistic works, such as musical compositions, photographs, paintings, drawings, or sculptures; and
• submitting as one's own work papers purchased from research companies.

Accommodation

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated.

You may consult Student Disability Services at the following web address:

http://go.sdsu.edu/student_affairs/sds/Default.aspx

Changes to the Syllabus

The instructor reserves the right to make changes to this syllabus as he considers appropriate. Whether these changes are given by the instructor orally or in writing, they must be considered as binding course requirements.

Required Books and Reading (available at amazon.com, bn.com, and campus bookstore)

3. Various readings that I will post to Blackboard over the course of the semester.

Additional Requited Materials

1. One SDSU i-clicker available for purchase at Aztec Shops.
2. Five 8.5 x 11 blue books.

I>Clickers

Clickers are hand-held devices used to foster classroom participation. They will be used for the purpose of polling, testing, and class discussion. Clickers are required in this class. You must purchase your i-clicker at the bookstore and register in on Blackboard by the third class meeting (August 31). Bring your clicker to class that day and every lecture thereafter. Write your name on your clicker. More information on the registration process for your clicker can be found at: http://clicker.sdsu.edu (check the left-hand column for student support, including the register clicker tab).
If you want to obtain a clicker app for your cell phone to minimize the number of electronic devices you carry, you may do so.

Students may not use other students’ clickers. **Doing so is cheating.** Any student found using multiple clickers (or phones) in class, and those to whom the additional clickers belong, will be given a zero for the entire semester’s worth of class participation (i.e., 10% of the final grade in the course).

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**WEEK ONE**

**Monday, August 24 – Introduction**

- Reading: The syllabus.

**Wednesday, August 26 – Becoming “The World,” 1000-1300 CE (Part I)**

- Reading: Joseph Ben Abraham, Letter from Aden to Abraham Yiju (c. 1130), available on Blackboard.

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**WEEK TWO**

**Monday, August 31 – Becoming “The World,” 1000-1300 CE (Part II)**

- By this date, you will have obtained your clicker and you will have registered it for use in class.

**Wednesday, September 2 – Crises and Recovery in Afro-Eurasia, 1300-1500 (Part I)**

- Reading quiz 1 (in class).
WEEK THREE

Monday – September 7 – Labor Day – No Class


Wednesday, September 9 – Crises and Recovery in Afro-Eurasia, 1300-1500 (Part II)


WEEK FOUR

Monday, September 14 – Contact, Commerce, and Colonization, 1450-1600 (Part I)

- Reading: The Broken Spears: The Aztec Account of the Conquest of Mexico (1519), available on Blackboard.
- Reading quiz #2 (in class).

Wednesday, September 16 – Contact, Commerce, and Colonization, 1450-1600 (Part II)


WEEK FIVE

Monday, September 21 – Worlds Entangled, 1600-1750 (Part I)

- Reading: Thomas Phillips, Buying Slaves at Whydah (1694), available on Blackboard.

Wednesday, September 23 – Worlds Entangled, 1600-1750 (Part II)

WEEK SIX

Monday, September 28 – Cultures of Splendor and Power, 1500-1780 (Part I)

- Paper #1 due on Blackboard.

Wednesday, September 30 – Cultures of Splendor and Power, 1500-1780 (Part II)

- Reading: Xu Jie, Economic Change in China (sixteenth century), available on Blackboard.

WEEK SEVEN

Monday, October 5 – Reordering the World, 1750-1850 (Part I)

- Reading: Olympe de Gouges, Declaration of the Rights of Women and the Female Citizen (September 1791), available on Blackboard.

Wednesday, October 7 – Reordering the World, 1750-1850 (Part II)


WEEK EIGHT

Monday, October 12 – Review

Wednesday, October 14 – Midterm

- Bring two blue books and a pen for the exam.
WEEK NINE

Monday, October 19 – Alternative Visions of the Nineteenth Century (Part I)


Wednesday, October 21 – Alternative Visions of the Nineteenth Century (Part II)

• Reading quiz #3 (in class).

WEEK TEN

Monday, October 26 – Nations and Empires, 1850-1914 (Part I)

• Reading: Raja Rammohan Roy, Debate on the Practice of Burning Widows Alive (1820), available on Blackboard.

Wednesday, October 28 – Nations and Empires, 1850-1914 (Part II)


WEEK ELEVEN

Monday, November 2 – An Unsettled World, 1890-1914 (Part I)


Wednesday, November 4 – An Unsettled World, 1890-1914 (Part II)

• Reading quiz #4 (in class).

WEEK TWELVE

Monday, November 9 – Of Masses and Visions of the Modern, 1910-1939 (Part I)

• Reading: Mohandas K. Gandhi, Second Letter to Lord Irwin (1930), available on Blackboard.

Wednesday, November 11 – Veterans Day – No Class


WEEK THIRTEEN

Monday, November 16 – Of Masses and Visions of the Modern, 1910-1939 (Part II)


Wednesday, November 18 – The Three-World Order, 1940-1975 (Part I)

• Reading quiz #5 (in class).

WEEK FOURTEEN

Monday, November 23 – The Three-World Order, 1940-1975 (Part II)

• Reading: Frantz Fanon, The Wretched of the Earth (1961), available on Blackboard.

Wednesday, November 25 – No Class

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**WEEK FIFTEEN**


• Reading: Voice of Bangladeshi Bloggers, Bangladeshi Workers in Kuwait (2008), available on Blackboard.
• Paper #2 due on Blackboard.

Wednesday, December 2 – Globalization, 1970-2000 (Part II)


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**WEEK SIXTEEN**

Monday, December 7 – 2001-The Present


Wednesday, December 9 – Review for the Final Examination

**WEEK SEVENTEEN**

Monday, December 14 – Final Exam

• Scheduled at 1:00-3:00 PM at our regular class location.