Course Objectives

1. Introduce the student to the major features of the various parts of the world during the last five centuries.
2. Introduce the student to the major events and trends of world culture, politics, and social life in that period.
3. Help the student begin to perceive themes that have connected peoples in various parts of the globe.
4. Increase the student’s appreciation for the varieties of human experience.
5. Add to the student’s capacity for analytical reading, critical thinking, oral argument, and clear writing.
6. Introduce the student to history as a way of understanding human experience.
7. Give the student some beginning tools for responsible citizenship in the global community.

Required Texts

The following books are required. They are available for purchase in the bookstore or online through Amazon and other outlets.

Chinua Achebe, *Things Fall Apart*

Textbooks:
Robert W. Strayer, *Ways of the World: A Brief Global History with Sources*
Jerry H. Bentley, Herbert F. Ziegler, *Traditions & Encounters: A Global Perspective on the Past*

Week 1: Separate Worlds Become Connected

24  Introduction to the course
26  World in the 15th century
28  Group discussion: Read chapter 15

Week 2: Cultural Revolution in Europe

31  Cultural Revolution in Europe
2  16th Century Europe: Urbanization
4  Group discussion: Read chapter 17
Week 3: New Worlds

7 Labor day no class
9 The Americas and Oceania
11 Groups discussion: Read chapter 16

Week 4: Africa and the Atlantic World

14 Pre-Colonial Africa
16 Slavery and Slave Trade
18 Group discussion: Read Things Fall Apart

Week 5: Tradition and Change in East Asia

21 China: Ming and Qing dynasties
23 Japan: Social and political dynamics
25 Term paper due; Group discussion: Read chapter 18

Week 6: Islamic Empires

28 Ottoman Empire
30 The Safavid and the Mughal Empire
2 Mid-Term Examination

Week 7: Revolutions

5 Revolutions: American Revolution, French Revolution, Revolution in Haiti; Women and Revolutions
7 Nations and Nationalism
9 Group discussion: Read chapter 20

Week 8: The Industrial Revolution

12 The Industrial Revolution
14 Social, Economic, and Political Change
16 Group discussion: Read chapter 21

Week 9 Societies at Crossroads

19 Decline of Ottoman Empire and Russian Empire
21 East Asia in the 19th Century
23 Group discussion: Read chapter 22

Week 10 European Empires Around the World

26 A movie screening: There is no God but God
28 Imperialism: British and U.S. Imperialism
30 Anti-colonial movements

**Week 11: The World War I and the Russian Revolution**

2 WWI
4 The Russian Revolution
6 Group discussion: Read chapter 24

**Week 12 Age of Anxiety**

9 Disillusionment and Extreme nationalism
11 Veteran’s Day: Day off
13 Group discussion: Read chapter 25

**Week 13 Nationalism and Political Identities in Asia, Africa, and Latin America**

16 Nationalism
18 The World in Upheaval
20 Group discussion: Read chapter 23

**Week 14 WWII**

23 WWII, Fascism, Nazism
24-27 Thanksgiving: Please read *The Drowned and the Saved*

**Week 15 The Holocaust and The Cold War**

30 Holocaust
2 Cold War
4 Group discussion: *The Drowned and the Saved*

**Week 16 World Without borders**

7 A World Without Borders
9 Group discussion: Read chapter 27 and 28
14 Final examination 10.30AM-12.30PM

**Course Requirements**

In order to pass the course a student must complete each of these major requirements.

1. Class *attendance* and *participation*. This is one of the most important parts of the course. If you miss any section meetings, your section grade will suffer. If you miss more than two section meetings you will fail the course.
2. *Readings* completed before each class. Note that some days have substantially larger reading assignments than others, and that early sessions especially have shorter assignments in general than do later sessions. *Plan ahead.* The instructors reserve the right to give an unannounced quiz on any day’s reading assignment.

3. *Term paper* (5-7 double-spaced pages, roughly 1600 words). You may write on any topic within the purview of this course. However, you must clear that topic with your instructor before you begin to write.

Papers must be produced by word processing on a computer or typed, and they must be fastened with a single staple. Number the pages. Nonsexist language will be used. Use endnotes, rather than footnotes or in-text citations, to cite your source for every quotation and important statement of fact. Construct your paper from library sources: books, articles, documents. You may use a maximum of one internet source—not Wikipedia.

**Note on plagiarism:** Don’t do it. Plagiarism is using another person’s words or ideas and presenting them as if they were your own. It is the worst crime you can commit in the intellectual world. If you are unsure about what plagiarism is or whether you have transgressed, ask me, your instructor. If you plagiarize and are caught—and you will be caught—your punishment will be swift and painful. You will fail the course and your name will be turned over to the Dean of Undergraduate Study for disciplinary action, which can include expulsion from the university. Don’t do it. If you’re behind and in trouble, talk with your instructor.

**Grades**

Broadly speaking, this is how I view each of the following course grades.

A You did everything we could possibly ask of you, and you did it extremely well. You worked very hard, learned a great deal, and showed conspicuous intelligence. The quality of your work was outstanding.

B You did all the work, and you did it well. You worked hard and learned a good deal. The quality of your work was good.

C You did all the work. It is clear that you learned a number of things, though those things may not hang together in a systematic and critical understanding of the course material. The quality of your work was adequate.

D You did most of the work, including all the major course requirements. You may have learned some things, but it is not clear that you learned anything important. The quality of your work was less than adequate.

F You have demonstrated an obstinate ignorance. You did not complete the course requirements. You have proved unwilling or unable to do college level work in this subject area.
Considerations in Grading

The following are some aspects of learning that strike me as important. They will go into the grade I give you. These factors are listed in roughly descending order of importance.

1. How much I believe you learned in this class.
2. Objective quality of your written work. I am interested less in how many facts you can recall than in how well you think, how you put together concepts, how you express them on paper.
3. Your oral contributions in class.
4. How hard you worked.
5. Your involvement in the class as a community—how much you helped other class members.

While the above paragraph describes how we understand your grade, we find students frequently want to know how we view the relative weights of the various course requirements. Very roughly, I see them about like this:

- Attendance, participation, and quizzes: 25%
- Midterm exam: 25%
- Term paper: 25%
- Final exam: 25%

We reserve the right to adjust the percentages in individual cases so that each student’s final grade will best reflect our judgment of how much she or he has learned in this course and the overall quality of his or her work.

Late Papers and Exams

No late assignments or makeup exams will be allowed, unless an emergency arises that is beyond the student’s control. A plane ticket, a relative’s wedding, or a ride home is not an emergency beyond the student’s control.

Electronic Devices

No cell phones, laptop computers, cameras, or recording devices are allowed in this course. The instructors explicitly do not give anyone permission to record their pictures or spoken words. If we see or hear a cell phone, it will be confiscated until the end of the quarter.

Rule of Courtesy and Engagement in Scholarly Discourse

1
In this course, we will be discussing complex issues about which many people have passionate feelings. We must be intellectually open to perspectives that may conflict with our presuppositions. It is essential that we treat each other’s opinions and comments with courtesy and respect, even when they diverge from our own. It is essential that we avoid personalizing our disagreements and turning them into attacks on the character of our colleagues. Rather, we must develop a culture of civil argument, where every person has the right to be heard and taken seriously, where all positions have the right to be defended or challenged in intellectually reasoned ways.

Coming in late, leaving early, sleeping, taking bathroom breaks, wearing hats indoors unless as a matter of religious observance or medical necessity, talking privately with neighbors, or leaving one’s cell phone on during lectures and discussions are signs of disrespect for one’s fellow students, the professor, and the course materials. As a part of the rule of courtesy and engagement in scholarly discourse, students will be required to remain respectful toward all members of the class. Everyone must accept this standard of courtesy in discourse in order to remain in this course.