



3. Examine and articulate multiple interpretations (including non-western interpretations) of specific events and understand the complexity of causation, contingency, convergence, and agency (Social Historical, Cultural Understanding #2; Global Perspective, Option 2).
4. Learn to collect and use an appropriate array of primary sources as evidence for historical argumentation (Social Historical, Cultural Understanding #3).
5. Assess the credibility of primary documents and how to interpret them (Social Historical, Cultural Understanding #4).
6. Examine arguments, texts, and other sources within their historical contexts (Social Historical, Cultural Understanding #4).
7. Write persuasive and accurately documented historical essays (Social Historical, Cultural Understanding #4).
8. Examine world history from non-western perspectives through the readings of sources produced by non-western figures (Global Perspectives, Option 2).

**ASSESSMENT:** You are graded on a straight scale in which 90-100% (360-400 points) is an A-range grade, 80-89% (320-359 points) is a B-range grade, etc.

Attendance and Participation	40	Throughout
Semester		
Discussion Leadership	15	Choice of Date
Newspaper Assignment	15	Choice of Date
Library Assignment	15	TBA
Paper 1	40	Friday,
24 February		
Midterm Exam	75	Monday,
5 March		
Paper 2	100	Monday,
23 April		
<u>Final Exam</u>	<u>100</u>	
<u>Wednesday, 16 May</u>		
Total Points	400	

#### **ACADEMIC HONOR CODE:**

**Plagiarism**, or using other people's words *or ideas* without properly acknowledging them, is not tolerated. Know what plagiarism is and how to avoid it. Refer to the section in the [SMC Student Handbook](#) that addresses "Forms of violations of the Academic Honor Code" and understand procedures for dealing with academic dishonesty and other forms of academic misconduct. The consequences can range from a grade of "F" on an assignment to expulsion from the college. If you have any questions about what constitutes plagiarism or other forms of academic misconduct, come see me during office hours.

#### **DISABILITIES AND SPECIAL CIRCUMSTANCES:**

Student Disability Services extends reasonable and appropriate accommodations that take into account the context of the course and its essential elements, for individuals with qualifying disabilities. Students with disabilities are encouraged to contact the Student Disability Services Director at (925) 631-4164 to set up a confidential appointment to discuss accommodation guidelines and available services. Additional information regarding the services available may be found at the following address on the Saint Mary's website: <http://www.stmarys-ca.edu/academics/academic-advising-and-achievement/student-disability-services.html>

#### **REQUIRED READING:**

##### **BOOKS:**

Tignor, Robert, et al. Worlds Together, Worlds Apart: A History of the World from 1000 CE to the Present. New York: WW Norton, 2008 [2001]. (*WTWA*)

Pomeranz, Kenneth et al. Worlds Together, Worlds Apart, Volume 2: A Companion Reader. New York: WW Norton, 2011. (*READER*)

Navarro, Marysa and Virginia Sánchez Korrol. Women in Latin America and the Caribbean. Bloomington: Indiana University Press, 1999.

Fanon, Franz. The Wretched of the Earth. New York: Grove Press, 2005 [1961]

Kim, Richard E. Lost Names: Scenes from a Korean Boyhood. Berkeley: University of California Press, 1988.

Collected writings by participants in and observers of the Arab Spring (2011).

**MOODLE or GaelLearn:** I will be using Moodle/GaelLearn to post additional required readings, make announcements, post documents, accept assignments, etc. This will offer you a tremendous amount of enhanced convenience and enable you access to additional resources. I will also use this space to create a forum for students to record striking quotes from the reading, post comments, and pose questions (QQCs Quote, Question, Comment). These will be due before each discussion. You are also required to comment on each other's posts (a minimum of one per discussion).

### **ASSIGNMENTS, EXAMS, PAPERS, EXPECTATIONS AND LEARNING OUTCOMES:**

**Attendance and Participation:** Attendance is mandatory. I will take attendance and will forgive three absences—no questions asked—but use them wisely because subsequent absences will count even if your reason is good. If you also attend class during allowed absences, those points will be incorporated into your participation grade. Attendance is an important component of participation, but is not enough by itself; be prepared to thoughtfully and actively participate in each class.

**Learning Outcomes:** Attendance gives you access to enhanced explanation, additional information, shared inquiry, and learning from your peers. If reading in isolation was enough in itself, colleges would not exist.

**Discussion:** Each week students will lead a discussion as a group of 3 on the week's readings. I am happy to meet with discussion leaders to prepare for the next week. ALL students, whether discussion leaders or not, must bring at least two questions about the reading or topic of the week to discuss in class.

**Learning Outcomes:** Leading discussion gives you direct ownership of the class, offers you a leadership opportunity, and enables you to hone your skills of inquiry and oral expression.

**Newspaper Assignment:** Each student signs up to present a short news story to the class on world events. You are to find news in a non-European, non-U.S. news paper that relates to a section of the world that we are studying. Spend no more than **2 minutes** sharing the news and its significance at the beginning of class. You are then to upload the story onto MOODLE (GaelLearn) for your classmates to read. Additionally submit a short analysis of the news story that includes proper bibliographic reference of the article, the slant of the news story, and any biases or assumptions that you detect.

**Learning Outcomes:** One of the reasons we study history is to better understand our present world. Being tuned into the news raises our awareness of interconnectivity around the globe and the relationship between the present and the past. This exercise also offers you practice in critical reading, research skills, media literacy, proper citation, and oral expression.

By requiring that students seek news in non-U.S. and non-European news papers, students will be exposed to other perspectives on topical news stories.

**Library Assignment:** Each student will find assigned types of sources, report on approach, findings, content, and submit an annotated bibliography and summary of findings.

**Learning Outcomes:** This exercise will enhance your ability to utilize the wide variety of sources available in the library in order to more effectively conduct historical research.

**Midterm Exam:** The midterm exam will take place in class on **Monday, March 5**. This will be partially an essay exam. Bring Blue Books. I will distribute study guides and discuss the format in more detail closer to the exam date.

**Final Exam:** This will be an in-class exam on **Wednesday, MAY 16, 11:30 am-1:30 pm**. Bring Blue Books. Again, more details on the format will be offered in closer proximity to the exam.

**Learning Outcomes:** Studies have shown that students learn best through examination—it is not simply

an assessment tool, but rather a learning technique. When studying for exams students are able to synthesize content, expand knowledge, and exercise brain cells.

**Papers:** PAPER 1: This paper will be 3 pages and will be based on a single assigned reading. PAPER 2:

This paper will be a 6-7 page paper requiring the integration of multiple assigned readings. Both papers will require the analysis of primary documents by non-U.S. and non-European authors. I will discuss all papers in more detail closer to their due dates and distribute prompts in class. Papers must be typed, double-spaced, 12-point font, with 1-inch margins. *Note: Your grade will drop if your paper is more than half a page shorter than the minimum or half a page longer than the maximum page limit on any of the papers.*

**Learning Outcomes:** Few things are as important as improving your ability to express yourself in writing. Writing also enhances your analytical thinking and synthesizing skills. The analytical process usually continues through the course of writing. Regardless of your future plans—the ability to write well, formulate an argument, and support the argument with evidence will make you more successful.

The close examination and analysis of primary documents from non-western origins will require that students not only get exposed to the perspectives of other parts of the world, but also articulate an understanding and analysis of the significance of the perspective of the document's author in understanding the specific aspect of world history for which the document is relevant.

## SCHEDULE

*Note: Scheduled reading is to be completed **before** Monday of the following week.*

### WEEK 1

M 2/6: INTRODUCTION TO COURSE  
 W 2/8: PERSPECTIVES AND SOURCES  
 F 2/10: CIRCUMNAVIGATION AND ITS SIGNIFICANCE  
 Reading: *WTWA: Chapter 12*  
*READER: 66-74; 82-85.*  
**MOODLE/GaelLearn:** Sources on *Zheng He*.

### WEEK 2

M 2/13: DISCUSSION: Columbian Exchange and Zheng He Compared  
 W 2/15: INTEGRATING THE WORLD THROUGH COLONIZATION  
 F 2/17: INTEGRATING THE WORLD THROUGH TRADE  
 Reading: *WTWA: Chapter 13*  
*READER: 129-142.*  
**MOODLE/GaelLearn:** Sources on *Slavery*.

### WEEK 3

M 2/20: DISCUSSION: The Slave Trade  
 W 2/22: REVOLUTIONS—HOT  
 F 2/24: REVOLUTIONS—INTELLECTUAL AND CULTURAL  
**PAPER 1 DUE AT THE BEGINNING OF CLASS**  
 Reading: *WTWA: Chapter 15*  
*READER: 170-185*

### WEEK 4

M 2/27: DISCUSSION: Revolution  
 W 2/29: EXPLORATION AND COLONIZATION  
 F 3/2: COLONIZATION AND REVOLUTION  
 Reading: *Study for your EXAM*

## WEEK 5

**M 3/5: MIDTERM EXAM**  
 W 3/7: ALTERNATIVE VISIONS IN EUROPE  
 F 3/9: ALTERNATIVE VISIONS IN CHINA & INDIA  
 Reading: *WTWA: Chapter 16*  
*READER: 203-207; 212-220*

**MOODLE/GaelLearn:** Sources on *The Taiping Rebels*

## WEEK 6

M 3/12: DISCUSSION: Rebelling with a Cause: Comparing China, India, Yucatan  
 W 3/14: NATION vs. EMPIRE  
 F 3/16: SCIENCE AND NATION  
 Reading: *WTWA: Chapter 17*  
*READER: 225-242*

## WEEK 7

M 3/19: DISCUSSION: What is a Nation?  
 W 3/21: SCIENCE AND EMPIRE  
 F 3/23: IMPERIALISM AND COLONIALISM DEFINED  
 Reading: *The Wretched of the Earth—Entire Book*

## WEEK 8

M 3/26: DISCUSSION: Colonialism  
 W 3/28: REDEFINING THE NATION FROM BELOW  
 F 3/30: THE COLONIZED  
 Reading: *WTWA: Chapter 18*  
*READER: 254-269*

## WEEK 9

**SPRING BREAK NO CLASS**  
 M 4/2: *SPRING BREAK—NO CLASSES*  
 W 4/4: *SPRING BREAK—NO CLASSES*  
 F 4/6: *SPRING BREAK—NO CLASSES*

## WEEK 10

M 4/9: *SPRING BREAK—NO CLASSES*  
 W 4/11: DISCUSSION: Uprisings and Discontent: Africa, China, and Women Compared  
 WORLD WAR I & SELF DETERMINATION  
 F 4/13: CASE STUDY ON SELF DETERMINATION  
 Reading: *WTWA: Chapter 19*  
*READER: 289-303*  
**MOODLE/GaelLearn:** Sources on *May 4<sup>th</sup> Incident--China*

## WEEK 11

M 4/16: DISCUSSION: Self Determination  
 W 4/18: WORLD WAR II  
 F 4/20: PACIFIC WAR  
 Reading: *LOST NAMES—Entire Book*  
**MOODLE/GaelLearn:** Sources on *Nanjing, Hiroshima & Nagasaki*

## WEEK 12

**M 4/23:** DISCUSSION: Korean Experience and Wartime Atrocities—Europe and Asia Compared

**Paper 2 Due at the Beginning of Class**

W 4/25: THE ATOM BOMB AND TRANSFORMATION OF THE WORLD ORDER  
 F 4/27: THE THIRD WORLD & COMMUNISM  
 Reading: *WTWA: Chapter 20*  
*READER: 304-319; 355-364*

## WEEK 13

M 4/30: DISCUSSION: Three World Order  
 W 5/2: THE FOURTH WORLD AND WOMEN  
 F 5/4: DEMOCRACY vs. LIBERATION  
 Reading: *WTWA: Chapter 21*  
*READER: 370-378; 382-385*

## WEEK 14

M 5/7: DISCUSSION: World Trade vs. World War  
 W 5/9: GLOBALIZATION  
 F 5/11: GLOBAL CLIMATE  
 Reading: *WTWA: Epilogue & Study for your EXAM*

**FINAL EXAM: WEDNESDAY, 5/16, 11:30-1:30.** Meet in our regular classroom no later than 11:25. Bring a bluebook and some pens.