HIST 002: World History 1500 to the Present
Circumnavigation to Globalization

PROFESSOR: E. Elena Songster
OFFICE: Galileo 313
OFFICE HOURS: M & W 2:15-3:15pm
or by appointment
OFFICE PHONE: 925-631-6279

COURSE: HIST 2
LOCATION: TBA
TIME: MWF 11:30-12:30
TERM: Spring 2012
E-MAIL: ees4@stmarys-ca.edu

COURSE DESCRIPTION:
Is Globalization a very recent phenomenon or did it begin with the expeditions of Columbus and Magellan’s famous Circumnavigation? Even earlier missions set sail from China on similar ventures seeking discovery, glory, and trade. Indeed the desire link the various parts of the world has long been a global phenomenon. How did these early quests to make connections across the globe transform into present-day networking based on global trade networks and world integrating chains of production, worldwide soccer mania or, international political agreements? This course will give students an opportunity to examine interactions across the globe by studying exchanges of concepts, commodities, and canon fire over the last five centuries. Students will become familiar with such major historical turning points as the Industrial Revolution and the World Wars, the ways that such phenomena as imperialism, nationalism, and Marxism reconfigured the world map. We will also study the means by which religion and nature have nullified national boundaries. As an introduction to the history of the modern world, this course is also an introduction to History. We will read a range of sources and examine the importance of interpretation and perspective to highlight how diverse our world is even in its perpetual effort to become one entity.

COURSE OBJECTIVES:
As an introduction to the history of the modern world, this course examines major events, trends, institutions, and movements that have shaped our world. While giving due credit to the significant contributions of Europe and the United States in shaping world history, this class places emphasis on the multitude of non-western peoples, voices, and movements not only in defining themselves, but also the many ways that non-western peoples have shaped the history of our globe. In order to better understand how our modern world came to be, this class also introduces students to the study of history as a discipline. Students will learn how to place major events in a coherent chronological narrative that demonstrates an understanding of causal relationships between events and the significance of historical context. Learning how to read critically and evaluate evidence and arguments, students will be able to analyze and assess the quality and reliability of sources. Additionally students will gain practice in constructing their own historical arguments through gathering and interpreting evidence from primary and secondary sources. Students also have opportunities to present these evidence-based arguments in both written and oral form as they hone their presentation and writing skills. Discussions will allow students to develop these skills through shared inquiry into some of the most famously significant as well as some of the most unexpectedly important documents of our modern era.

LEARNING OUTCOMES:
1. Gain a chronologically sound understanding of major events and movements in modern world history (Social Historical, Cultural Understanding #1).
2. Identify major political, economic, social, cultural, environmental, and intellectual trends of modern world history (Social Historical, Cultural Understanding #1).
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.

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<td>Newspaper Assignment</td>
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<td>Library Assignment</td>
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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](http://www.stmarys-ca.edu/academics/academic-advising-and-achievement/student-disability-services.html)

REQUIRED READING:
BOOKS:
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*

**MOODLE/GaellLearn:** 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*

**MOODLE/GaellLearn:** 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*

**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
M 4/2: **SPRING BREAK NO CLASS**
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 4th 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
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