

World History since 1500
Hst 204 SWS Section 02 Course Syllabus Fall 2007

Contact Information

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Class: MWF 10-10:50am MAK 1045
Office hrs. MF 3-4pm, Tues. 9-10am

Course Description

World history since 1500 deals with cultural clashes between different peoples in a world that has become increasingly globalized. The ways in which different cultures perceive each other has a profound effect on social, political and economic developments. This course will focus on the causes and consequences of ways of seeing between European, North and South American, Asian, and African cultures. Further, we will analyze the global impact of industrialization, the rise of mass politics, world wars, revolutions, imperialism, and liberation movements from colonialism. We will also look at the ways different cultures organize themselves, with a focus on social-political structures, religion, and the construction of gender roles. A global approach to history offers a unique opportunity to compare and contrast competing perspectives and world views, which will form the basis for discussion as we lead up to current problems in today's world, in particular the effects of decolonization and the rise of terrorism.

This class is also designed to give students the opportunity to sharpen their skills as historians. Using primary documents, students will practice analyzing and interpreting evidence from the past. Further, in the context of essays and discussion, we will learn how to use evidence to construct and defend arguments. Active participation and a healthy dose of critical inquiry are the foundation of this course.

Supplemental Writing Skills

This course is a Supplemental Writing Skills (SWS) course. This means:

1. You must have passed Writing 150 with a grade of "C" or better to take this class.
2. We will be spending a substantial portion of this class analyzing historical issues in writing. Writing is a process that requires many drafts. You will be required to hand in a rough draft for each of the papers that we will write in class. We will also spend time in class studying the writing process and analyzing how you and other historians write history.

Required texts:

(available for purchase):

Duiker and Spielvogel, *World History since 1500*

Andrea and Overfield, *The Human Record – Sources of Global History, vol II since 1500*

Demos, *The Unredeemed Captive*

Achebe *Home and Exile*

Zoya, *Zoya's Story – An Afghan Woman's Struggle for Freedom*

Wiesel, *Night*

Class discussion will be based on these readings as well as many that will be available on Blackboard (see course syllabus). Slides, documentaries, and feature film clips will also be integrated into discussion and lecture, and you will be expected to refer to these in your essays.

Methods of Evaluation

Grades break down into the following categories:

Class participation	10% of grade
Paper 1	20% of grade

Paper 2	20% of grade
Paper 3	25% of grade
Paper 4	25% of grade

Grades are based on the following percentages:

92-100	A
90-91	A-
88-89	B+
82-87	B
80-81	B+
78-79	C+
72-77	C
70-71	C-
60-69	D

Class participation:

Here are some guidelines for how I evaluate class participation:

'A' quality class participation:

- Actively and regularly contributes to class discussion, debates, activities .
- Demonstrates insights into readings, asks thoughtful questions that make links between lectures, readings, and discussions.
- Takes excellent notes on lecture, discussion and readings (this can be measured by quality of essays)

'B' quality participation:

- Contributes occasionally to class discussion, activities.
- Sometimes asks questions on readings, discussion.
- Takes adequate notes on discussion and readings (can be measured by quality of essays)

'C' Class participation:

- Attends class, but rarely contributes actively to discussion
- Demonstrates only partial completion of readings
- Note-taking inconsistent

'D' or 'F' participation

- Frequently misses class (i.e. more than four times during the semester)
- Does not demonstrate completion of readings
- No active contribution to class

Essays: Students are required to complete four 6-8 page, double-spaced essays that address key issues from class and readings. These essays require that you form a clear argument (thesis) in the introduction, assemble and analyze relevant evidence from readings, lecture and discussion, and organize your ideas clearly. We will discuss these skills periodically throughout the course. A writing guide handout will also be distributed in the first weeks of the semester (please see Blackboard) . Please consult this for guidelines on organization, style, citations and other aspects of writing.

You are also required to submit rough drafts of your papers, with deadlines listed in the course outline. The rough draft is not graded, but feedback will be provided to help you make improvements. The rough draft is crucial. If you do not hand in your rough draft, you will not receive a grade for the final paper.

Paper questions and final due dates are in the course schedule below. I am always glad to help you at any stage of the writing process (brainstorm, outline, thesis construction, rough drafts). Students in the past have found discussion of paper drafts to be very beneficial.

IMPORTANT NOTE: Late papers will not be accepted. If you have a question about this policy, please contact me ahead of the deadline.

A note on plagiarism: Plagiarism is “offering the work of someone else as your own.” (*Student Code*, Section 223.01:Plagiarism). This is a serious offense that can result in failure of the assignment, failure of the course, and expulsion from the university. In class we will discuss proper procedures for using and citing sources.

Note: You are not to consult sources (e.g. from the web, etc.) outside those assigned without prior approval from the instructor. If you refer to Wikipedia or other on-line encyclopedia sources, you will fail the paper. These are not scholarly sources, and in fact are often inaccurate references written by non-professionals. You have all you need in readings and activities in class. If you have any questions regarding these policies, please contact me.

Course Schedule

M Aug 27 Introduction, Themes of the Course

Contact and Expansion

W Aug. 29 North American Indian Cultures in 1500
Read: Woman who fell from the sky, Iroquois creation story (Blackboard)

F Aug. 30 Central American Cultures and European Expansion
Read: Duiker (text), Ch. 14
Andrea and Overfield, *The Human Record* (henceforth HR):
De Sahagun, *General History of the Things of New Spain*, p. 128

M Sept. 3 Labor Day Holiday

W. Sept. 5 The Columbian Exchange and the Rise of the Slave Trade
Read: DeSepulveda, “On the Just Causes for War against the Indians” (Blackboard, henceforth BB)
HR: Equiano, *The Interesting Narrative* p. 206
Philips, *A Journal*, p. 212

Asian Empires, theories on ‘the other’

F Sept. 3 Fragmentation and Cohesion in Middle Eastern Cultures: Ottoman and Safavid Cultures
Read: Duiker, Ch. 15
HR: Carmelite Friar’s View of Shah Abbas, p. 48
Women and Islamic Law in the Ottoman Empire, p. 64

M Sept. 10 Edward Said documentary, “On Orientalism”

W Sept. 12 Closing Doors to the West: Qing and Ming China
Read: Duiker, Ch. 16
HR: *Meritorious Deeds at No Cost*, p. 9
Quianlong, p. 244

F Sept 14 Isolationism in Tokugawa Japan
Read: HR: Kaiubara Ekiken, *Common Sense Teachings...*p. 15
Tokugawa Hidetada, *Laws Governing Military Households*, p. 27
Tokugawa Iemitsu, *Closed Country Edict of 1635*, p. 31
Images of the West, p. 356.

European Revolutions and the Groundwork for Expansion

M Sept. 17 Intellectual and Religious Change: The Renaissance and Reformation

Read: Duiker, Ch. 13

HR: Erhard Schoen, "No More Precious Treasure," p. 100

Luther, p. 72

Art and propaganda, p. 80

begin reading Demos, *The Unredeemed Captive*

W Sept. 19 The Enlightenment: Defining the barbaric 'other'

Read: HR: DeCondorcet, *Sketch of the Progress of the Human Mind*, p. 160.

....continue Demos

F Sept. 21 Political Revolutions: The Rise of the European Middle Class, 1789-1848

Read: Duiker, pp. 488-496

HR: *Declaration of Rights of Man and Citizen*, p. 188

Simon Bolivar *The Jamaica Letter*, p. 200

....continue Demos

M Sept. 24 Discussion of *The Unredeemed Captive*

W Sept. 26 New Ideologies and the Origins of Industrialization

Read: HR: Adam Smith, *Wealth of Nations*, p.169

Samuel Smiles, *Self-Help and Thrift*, p. 27

ESSAY 1 ROUGH DRAFT DUE – sign up to meet with Professor during week of Sept. 26-30.

Your essay should be 6-8 pages, double spaced, typed with normal margins. Be sure to refer to primary sources as well as secondary readings (Demos, *The Unredeemed Captive*). Further, you must discuss Edward Said's thesis on "Orientalism" in order to answer the question. Consult also lectures, discussion and text to help support your arguments.

Diverse world cultures came into contact with each other as a result of globalization, 1500-1800. In class we've discussed European encounters with Native Americans and Africans, as well as cultural conflicts in the Middle East, China and Japan. Compare and contrast how these cultures perceived each other. What were the consequences of those perceptions? How did assumptions about race, religion, and gender shape their interactions? Be sure to analyze how Edward Said's theory on 'Orientalism' might illuminate why these cultures perceived each other in the ways they did.

F Sept. 28 Social Consequences of Industrialization

Read: Duiker, pp. 511-525, 543-572

HR: Testimony before Parliamentary Committees, p. 267

M Sept. 30 Marxism: European and Global Significance

Read: HR Marx, *The Communist Manifesto*, p. 277

Imperialism and Colonialism

W Oct. 3 Justifications for Colonialism

Read: Duiker, Ch. 20

HR: Jules Ferry, Speech before the National Assembly, p. 301

Advertisement, p. 304
Cecil Rhodes, John Hobson (handout)

ESSAY 1 FINAL DUE

Friday Oct. 5 – No class (professor at conference)

M Oct. 8 Consequences of Imperialism on African Societies
Read: HR, Ndansi Kumolo, *His Story*, p. 315

W Oct. 10 African Civilizations
Read: Achebe, *Home and Exile*, pp. 9-36.

F Oct. 12 African Civilizations, continued
Read: *Home and Exile*, pp. 37+

M Oct. 15 Cultural and Psychological Consequences of Colonialism: Discussion of
Achebe's *Home and Exile*

The Age of Total War

W Oct. 17 World War I: Industrialized Warfare
Read: Duiker, Ch. 22 (up to p. 640)
HR: Clapham, p. 377

F Oct 19 World War I: Human and Political Consequences
Read: Owen, *Dulce et Decorum Est* (Blackboard)

ESSAY #2 ROUGH DRAFT DUE: Your essay should be 6-8 pages, double spaced, typed, with normal margins. Be sure to refer to primary sources, Achebe's *Home and Exile*, Davidson's documentary *Africa*, as well as lectures and discussion.

Discuss the origins and consequences of colonialism in Africa in the 19th and early 20th centuries. What motivated Europeans to colonize Africa? How did Europeans justify their policies? What social and psychological effects did colonization have on those colonized, and why is it ultimately important to study the perspectives of colonized peoples?

M Oct 22 Interwar Economic and Political Crises: China and Japan
Read: Duiker Ch. 23
HR: Mao Zedong, p. 457

W Oct 24 Rise of fascism
Read: HR, Hitler, *Mein Kampf* p. 394

F Oct. 26 Life under Totalitarianism: Hitler's Germany
Read: Duiker pp. 685-692
Burleigh and Wippermann, *The Racial State*, 136-197 (on e-reserve)

FINAL DRAFT PAPER #2 DUE

M Oct. 29 Origins of World War II in Asia and Europe
Read: Duiker, pp. 692-697
HR: *The Nationalist Agenda in Japan*, p. 399

W Oct 31 World War II in Europe
Read: Duiker, pp. 697-703
HR: Hoess, *Memoirs*, p. 406

F Nov. 2 World War II in Asia

Read: Documents on Race and War (presented in class)

M Nov. 5 The Holocaust: The Road to Auschwitz

Read: Wiesel, *Night* (begin)

Primary documents on the Holocaust (presented in class)

W Nov. 7 The Holocaust: How and Why?

Read: Wiesel, continue

F Nov. 9 The End of European Cultural Hegemony: Discussion on Wiesel's *Night*

The Cold War

M Nov. 12 New Balance of Global Power

Read: Duiker, Ch. 25 and pp. 781-790

HR: Kennan, *The Long Telegram*, p. 469

Novikov, *Telegram*, p. 474

W Nov. 14 Life in Eastern Europe and the Collapse of the Soviet Union

Read: Duiker, pp. 744-761

ESSAY #3 ROUGH DRAFT DUE: Your essay should be 6-8 pages, double spaced, typed with normal margins. You should refer to relevant primary sources, documentaries, lecture and discussion and Wiesel's *Night*.

In the 19th century, Europeans conquered other cultures based on the idea that Europe was the most 'civilized' culture in the world. However, events between 1914-45 led many in the world to question whether or not European culture was civilized at all. What were some of the most destructive elements of Western culture unleashed during this period? What ways of thinking and institutions made events like the Holocaust possible? How does this era represent a 'warning from history' to our own society? In your essay, be sure to discuss the effects of World War I, the rise of Nazi Germany and the Holocaust.

Decolonization and Revolutionary Movements

F Nov 16 Decolonization in India

Read: Duiker, pp. 848-857, 814-830

HR: Gandhi, "Indian Home Rule," p. 441

Aggrey, "Parable of the Eagle"

M Nov. 19 Decolonization in Africa

Read: Duiker, 818-827

Mandela, *Rivonia Trial Speech*, (BB)

Nov. 21-23 Turkey Day Celebration...

M Nov. 26 Revolution and War in Southeast Asia and Latin America

Read: Ho Chi Minh, Declaration of the Republic of Vietnam (BB)

FINAL DRAFT PAPER #3 DUE

W Nov. 28 Mao and the Chinese Cultural Revolution

Read: Duiker, p. 761-776

Conflicts in the Middle East and the World Today

F Nov. 30 The Middle East in the 20th Century

Read: Duiker, pp. 830-845

Proclamation of the State of Israel (BB)

Zoya's Story (begin)

M Dec 3 Rise of Fundamentalism in World Politics

Read: HR: Khomeini, p. 486

Zoya's Story (continue)

W Dec. 5 Iran and Iraq since 1945

Zoya's Story (continue)

F Dec. 7 The World Since 9/11, rise of Terrorism

Read: HR: Bin Laden, *Declaration of Jihad*, p. 517

Zoya's story (complete)

FINAL PAPER DUE Wed. Dec. 12 in my office by 5pm

Your essay should be 6-8 pages, double spaced, typed, with normal margins. Be sure to refer to primary documents, *Zoya's Story*, and relevant documentaries, lecture and discussion.

The world since 1945 has seen a number of important interconnected events that represent different groups and ideologies competing for power. Trace the origins and consequences of the Cold War, decolonization, and the rise of fundamentalism, with a focus on how different groups and nations have struggled for power and independence since the end of World War II. Organize your essay according to these three major events (the Cold War, decolonization, the rise of fundamentalism), and address the following specific questions: How did the US and Soviet Union define this new balance of power, and why did the Soviet Union eventually collapse? Why did nations throughout the world break free from colonial rule, and what different paths did they take towards decolonization? Why has fundamentalism become such a global phenomenon in recent years? When you analyze tensions in the Middle East, be sure to discuss how the effects of World War II, decolonization, and religious fundamentalism have intersected to shape that region today.