Global History II: 1650-present

Syllabus

Dr Rachel Wallace

SAMPLE SYLLABUS – Subject to change

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Office and Office Hours: Bobet Hall Room 429, Monday and Wednesday 3.30-4.30 (by appointment)

History Office Phone: 504-865-3537

Please note: The course syllabus provides a general plan for the course. Readings, test dates, grade weights and assignments may change as necessary.

Course Description:

This course surveys the history of humankind since 1650. Interdisciplinary in approach, this class utilizes books, print media, art, and government documents to explore how crisis, rebellion and resistance defined, severed, and unified global communities. Major themes will include violence, interconnectedness, identity, and conflict; both internal and external. The course will address the social, cultural, political and economic changes in global history since 1650. The module will include discussions of class, race, ethnicity, gender, religion, sexuality and national identity. The key goals of the course are to introduce students to the main issues and themes of global society and culture. Due to such a large time period and limited class time, not all topics or countries can be covered in the course. The course will also help students to develop historical thinking, writing, and presentation skills more generally.

Course Themes:

● Crisis, rebellion, and resistance
● External threat, internal dissent
● Community identity
● Global connections

Aims:

The aims of this course are:

1) to provide students with an understanding of some key transformations in world history since 1650.
2) to acquaint students with a variety of historical sources from this period as well as with secondary materials and historiographical debates.
3) to promote the development of key skills required to study history effectively.

Learning outcomes:

On completion of this module, students will be able to demonstrate, through examination answers, the assessed essay and tutorial contributions:

1) an understanding of the basic social, cultural, economic, and political changes and continuities that led to our contemporary globalized world
2) an understanding of the role that ordinary people have in crisis, rebellion and resistance
3) an understanding of some of the wider transformations of global history in the realms of
4) An understanding of the impact of class, gender, race, ethnicity and religion alongside nation identity on historical experiences since 1650

Skills:

On completion of this module, students will have acquired the following skills:

1) the ability to engage critically with various kinds of historical evidence, including primary and secondary literature.
2) the ability to distil historical research into a cogent, well-written, well-organized and well-argued essay.
3) the ability to engage with confidence and authority in critical discussions with classmates and the tutor on a wide variety of themes related to global history.
4) the ability to formulate original responses to questions based on research, reading and tutorial discussion.

Course Expectations:

1. Be prepared. Come to class with a copy of the readings (preferably printed) all reading assignments completed, any writing assignments completed, and ready to actively participate in discussion.
2. Be courteous. The classroom is a place for the exchange of ideas. Take care to listen, react, and respond respectfully to one another’s opinions. No intimidating or insulting behavior will be tolerated.
3. Be responsible. Do not fall asleep, pass notes, text message, listen to music, or engage in anything that would be inappropriate behavior for a college classroom. At times, I will ask you to stop. More often than not I will say nothing, and you will receive a zero for participation.
4. Be yourself. Each of us has unique perspectives, experiences, and understandings of the world we live in, please share them within the context of the course. This only broadens our collective historical knowledge.

Grading and Assignments:

Overall grade will be determined as a percentage accumulated from the various assignments. Each assignment is graded as a percentage i.e: 94+% A, 90-94% A-, 87-89%=B+, 84-86%=B, 80-83%=B-, etc.

Class Participation: 20%
• You are not demanded to participate continuously in discussion, BUT you are still encouraged to ask questions and give comments on the readings when appropriate. This includes when divided into groups to discuss the readings.

Seven Online Quizzes: 20%
• 10 multiple choice questions per quiz

Primary Source analysis 10%
• 1-2 page analysis

Paper Assignment: 30%
• 4-5 page research paper

Final Exam: 20%

Total: 100%
Attendance:

It is the student’s responsibility to attend regularly, or to plan ahead if they know in advance that they will miss a class. I do not post any lecture material (include slides or lecture notes) online, nor do I provide lecture notes to anyone who may ask. Students who miss class must to obtain notes for the classes missed from another student. While class is in session, I expect all students who attend to stay until the end of lecture – those who must leave before end of class should notify me in advance.

Students should arrive to class on time, but should you arrive late, please enter the classroom quietly to avoid disrupting lecture or discussion. Again, students who attend should stay for the duration of the class. Please avoid chatting with neighbors, texting friends, or engaging in other non-class-related activities. Students should turn cell phones off or put them in silent mode. Students should ensure that they have read the assigned readings before class and are prepared to engage in intellectual debate.

Unexcused Absences: Since class attendance comprises a significant part of your grade for this course, any student who misses more than three classes without an appropriate excuse will have his/her grade for "attendance and participation" reduced by one grade for each additional class meeting that s/he misses.

Advisory/Disclaimer:

History is about real people, diverse cultures, interesting theories, strongly held belief systems, complex situations, and dramatic actions. Students are expected to behave respectfully towards their peers and instructor. Disruptive behaviour will result in penalties and possibly removal from the classroom. This does not mean that there can’t be lively discussions and disagreements, but personal attacks, interruptions, excessive volume, threatening gestures or words, and failure to give others a chance to speak and be heard are not acceptable.

What about Make-Up Exams, Extra Credit, etc.?

Opportunities for extra credit remain at the instructor’s discretion. Should any opportunities become available, I will announce the details in class. Any such opportunity will be open to all students, or none (I do not provide individual cases of extra credit, please do not ask). Students who have questions about their grades on assignments must initiate contact with the instructor within one week of receiving the graded work.

Late Assignments:

If a student submits an assignment late without an acceptable documented reason it will be penalized a grade per day and after 7 days will be marked as an F. If you think an assignment will be late and you have an acceptable, appropriate reason please do not hesitate to contact me.

Plagiarism

Plagiarism will not be tolerated in this course. Plagiarism is the use of the words or ideas of another person without proper acknowledgement. It’s simple: Anytime you copy words into your own work, you must clearly mark them and acknowledge the source of those words. Anytime you use someone else’s ideas, you must admit it.

There are three options:

- put it in quotation marks and footnote
- paraphrase and footnote
- or be original.
If you have any questions or any concerns about citation format or necessity, ask someone who knows what they’re doing.

“Plagiarism—the use of another person’s ideas or wording without giving proper credit—results from the failure to document fully and accurately. Ideas and expressions of them are considered to belong to the individual who first puts them forward. Therefore, when you incorporate ideas or phrasing from any other author in your paper, whether you quote them directly or indirectly, you need to be honest and complete about indicating the source to avoid plagiarism. Whether intentional or unintentional, plagiarism can bring serious consequences, both academic, in the form of failure or expulsion, and legal, in the form of lawsuits. Plagiarism is a violation of the ethics of the academic community.”


For more information on plagiarism and how to avoid it, go to: http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

If a student plagiarises a paper the student will fail the course and a letter will be written to the Dean of the College to explain why the student has failed.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assigned Readings</th>
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<tr>
<td>Week 1:</td>
<td>Introduction to World History Since 1650</td>
<td>Secondary readings:</td>
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<tr>
<td>August 19-23</td>
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<td>Peter N. Stearns “Why Study History?” (1998)</td>
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<td>“Reading, Writing and Researching for History”</td>
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<td><a href="https://courses.bowdoin.edu/writing-guides/">https://courses.bowdoin.edu/writing-guides/</a></td>
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<td>(sections on Reading, Historical Arguments and Working With Sources)</td>
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<td>Week 2:</td>
<td>Crisis and Resistance in the “New World”</td>
<td>Monday Reading:</td>
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<td>1. Indigenous Resistance in Colonial America</td>
<td>Friday Primary Source readings:</td>
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<td>Quiz 1 due Friday August 30</td>
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<td>Week 3:</td>
<td>Crisis and Resistance in East Asia (Internal Crisis)</td>
<td>Monday Reading:</td>
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<td>Friday Primary Sources:</td>
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<td>Primary Sources for the Shimabara Rebellion Art of Qing China</td>
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<td>Week 4:</td>
<td>Crisis and Resistance in Africa</td>
<td>Monday Reading:</td>
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<td>Friday Primary Sources:</td>
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<td>Olaudah Equiano excerpts</td>
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<td>Quobna Ottobah Cugoano excerpts</td>
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<td>1. Haitian Revolution</td>
<td>Friday Primary Sources: Toussaint Louverture, “Dictatorial Proclamation” (1801) The Haitian Declaration of Independence 1804 Excerpts- French Attitude to Saint Domingue and the Haitian Revolution Primary Source analysis due Friday September 20</td>
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<td>Week 6: Economic Crisis</td>
<td>Monday Reading: Chapter on Industrial Revolution Friday Primary Sources: Women Miners in the English Coal Pits (1842) Observations on the filth of the Thames, <em>The Times</em> (1855) Workhouse Rules 1831 Quiz 3 due Friday September 27</td>
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<td>1. Industrial Revolution – Positives</td>
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<td>2. Industrial Revolution – Negatives</td>
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<td>1. Latin American Wars of Independence</td>
<td>Friday primary sources: Bolivar Declares “War to the Death” Against Spaniards, 1813 Simon de Bolivar “Message to the Congress of Angostura” 1819 Mexico's Plan of Iguala, 1821</td>
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<td>Week 8: Crisis in the Middle East?</td>
<td>Monday Reading: Frankel Johnson, “Crisis as a factor in nineteenth century Jewish History”</td>
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<td>1. Damascus Affair and Religious Crisis</td>
<td>Friday Primary Sources: Montefiore Reports to Parliament on the Damascus Affair 1840 Israel B. Kursheedt and Theodore J. Seixas to President Martin Van Buren on the Damascus Blood Libel (August 24, 1840)</td>
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| Week 9: | Imperialism | Monday Reading: Kramer, “Race-Making and Colonial Violence in the U.S. Empire”  
Friday primary source readings:  
Rudyard Kipling, “White Man’s burden” 1889  
Albert Beveridge: The March of the Flag 1898  
Phillippine-American War primary document excerpts  
Quiz 4 due Friday October 18 |
|---|---|---|
| Week 10: | Resistance to Imperialism | Monday Reading: Documentary on Boxer Rebellion  
Primary source:  
A Prisoner of the Boxer Rebellion” in *The Spirit Soldiers: A Historical Narrative of the Boxer Rebellion* (1900)  
Fei Ch'i-hao: The Boxer Rebellion, 1900  
Quiz 5 due Friday October 25 |
| Week 11: | Global Economic Crisis | Monday Reading: Erasmo Gamboa, “The Great Depression Deportations and recovery”  
Friday Readings:  
Depression era photographs US  
1931 Labour Party Election Manifesto  
Bob Edwards's "Hunger Marches and Hyde Park," 1934 |
| Week 12: | Global Conflict | Monday Reading: United States Holocaust Memorial Museum, “Resistance during the Holocaust”  
Primary sources:  
Elie Wiesel, Night excerpt  
Nazi Criminal Code on Homosexuality (1935)  
Nazi Extermination of People with Mental Disabilities Primary Sources.  
Quiz 6 due Friday November 8 |
<p>| Week 13: | Community Conflict, Global Crisis | Monday Reading: |</p>
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<th>Week 14:</th>
<th>Gender and Sexuality Resistance and Crisis 1. AIDS Crisis</th>
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<td>Monday Reading:</td>
<td>Jonathan Engel, “The Epidemic: Global History of AIDS in Asia”</td>
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<td>Friday Primary Source:</td>
<td>AIDS crisis posters USA</td>
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<td>“New Homosexual Disorder Worries Officials”</td>
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<td>New York Times 1982</td>
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<td>Quiz 7 due Friday November 22</td>
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Thanksgiving Holidays

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<th>Week 15:</th>
<th>Ethnic conflict Recap/Exam Preparation</th>
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**Participation Grading:**

Participation is graded each day using the criteria below. These scores will be 10% of your grade at the end of the semester. I expect the average level of participation to satisfy the criteria for a B.
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<th>Grade</th>
<th>Description</th>
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| A     | Demonstrates excellent preparation: relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).  
|       | Puts together pieces of the discussion to develop new approaches that take the class further.  
|       | Contributes in a very significant way to ongoing discussion both individually and in group discussion: keeps analysis focused, responds very thoughtfully to other students' comments  
|       | Demonstrates ongoing very active involvement. |
| B     | Demonstrates good preparation: knows reading facts well, has thought through implications of them.  
|       | Offers interpretations and analysis of material (more than just facts) to class.  
|       | Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.  
|       | Demonstrates consistent ongoing involvement. |
| C     | Demonstrates adequate preparation: knows reading facts, but does not show evidence of trying to interpret or analyze them.  
|       | Demonstrates sporadic involvement. |
| D     | Present, not disruptive.  
|       | Responds when called on but does not offer much.  
|       | Demonstrates very infrequent involvement in discussion. |
| F     | Absent.  
|       | Engaged in disruptive behavior. |

Research essay (choose one of the three options)

1. Did the French Revolution or the Haitian Revolution have more of global impact? Explain your answer considering the causes and results.
2. In what ways did indigenous people resist the crisis of colonisation in the Americas?
3. If you would like to design your own research essay question please come and discuss it with me before the end of week 5.

Include references to both primary and secondary sources to back up your argument.
Written Assignment Guidelines:

1. Formatting: All papers must have standard formatting
   a. Double-spaced
   b. Typed
   c. Page numbered
   d. 1" margin on all sides
   e. Titled
   f. 12 point standard font-Times New Roman
   g. Chicago Manual of Style citation
      http://www.chicagomanualofstyle.org.proxy2.library.uiuc.edu/home.html

2. Thesis: All history papers must have a thesis that represents your central argument. It is not merely a restatement of the question. Your thesis statement should be clear and assertive.

3. Evidence: These are facts, quotes, and examples that prove your thesis. Particularly referencing primary source and secondary sources to back up your argument. If it does not achieve this function, it should not be in your paper.

4. Proofread: Take time to check for small typographical errors. Nothing lowers your grade faster than sloppy work.

5. Plagiarism: Do not cheat, copy, steal, or “paraphrase” other people’s work. All sources consulted, whether quoted directly or not, should be cited. If you have any questions regarding this, please come see me. Once your paper has been handed in, it is too late.

Some Questions to Ask When Reading:

1. What is the main problem the author is addressing?
2. Who is the author’s audience?
3. What is the main historical question the author is asking/answering?
4. What is the author’s purpose and thesis?
5. What evidence is the author using?
6. What is at stake? (The “so-what” question)
7. How does this relate to other course themes and materials?
Stylistic Rules for Essays:

1. Write in paragraphs.
2. Include an introduction and conclusion.
3. Always write in complete sentences.
4. No one-sentence paragraphs.
5. No sentences more than two or three lines in length.
6. Do not begin consecutive sentences with the same word.
7. Have strong first and last sentences in each paragraph – these are your topic and concluding sentences that should illustrate your argument for that paragraph.
8. Try to have smooth transitions between the last sentence of one paragraph and the first paragraph of the next.
9. Avoid slang and colloquialisms such as y’all.
10. Abbreviations can be used for organizations if the full name is used first. For example: National Association for the Advancement of Colored People (NAACP)
11. Do not use contractions such as “don’t,” or “won’t” use “do not” or “will not.”
12. Reference any quotations included in the essay.
13. Underline or italicize book titles, plays, and albums. Place quotation marks around chapters, article titles and song names.
14. Use concrete examples to illustrate your generalizations.
15. Writing is work. Do not put it off until the last minute. Expect to revise.
16. PROOFREAD