

HIST 1123H

World Civilization II (Honors), 1500 - Present

Fall 2009, MWF 2:30-3:20 p.m., Old Main 423



Professor Benjamin Grob-Fitzgibbon

Office Hours (Old Main 513): By Appointment Only

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Overview of Core Courses in History:

History is the study of the past. As an academic discipline, History embraces every aspect of the human experience, including warfare, political institutions, the economy, religious practice, technology, and artistic endeavor. History asks students to analyze empire and revolution, genocide and humanism, enslavement and liberation, sexuality and gender and to do so from the perspective of both social scientific and humanistic inquiry. There is no field more diverse than History and none more individualistic. History can be as long ago as the excavated texts and artifacts of ancient China or as recent as mass-produced newspapers from the twentieth-century American West.

Objectives of Core Courses in History:

By the end of the semester, you will have an understanding of the following issues:

- The role played by diversity in shaping human experience
- The operation of large-scale forces responsible for causing change over time, such as politics, economics, technology, and religion
- The challenges mounted by an increasing reliance on technology
- The changes caused by the increasing interconnectedness of today's world

Course Description and Purpose:

This course has two purposes. The first is to survey the history and civilizations of the world from 1500 A.D. to the present. To do so comprehensively, within the confines of a 16-week semester, is a daunting—if not impossible—task. In this course, therefore, we will focus on the more prominent themes of this 500-year period, seeking to lay an historical foundation that can be built upon in subsequent courses and through private study. The most prominent theme we will explore is colonial encounter and interaction. More than any other single factor, it is the expansion of certain civilizations, followed by the retraction, apathy, acceptance, or resistance of others, that has shaped the modern world. It is, above all else, the experience of imperialism and colonization that has crafted world history, and it is the legacy of such that continues to dominate the world civilizations of the twenty-first century. The second purpose of this course is to teach you to think, read, and write like historians, and to develop within your repertoire the skills of critical reading, primary source analysis, and analytical writing that historians use each and every day of their working lives.

Required Reading:

- J.M. Roberts, *The New Penguin History of the World: Fifth Edition*
- John Darwin, *After Tamerlane: The Global History of Empire Since 1405*
- David S. Landes, *The Wealth and Poverty of Nations: Why Some are so Rich and Some are so Poor*
- Niall Ferguson, *The Ascent of Money: A Financial History of the World*

Assignments and Evaluation:

- Three 2-3 Page Analytical Books Reviews (36% Total)
 - Review 1 (Darwin, *After Tamerlane*), due Friday, September 25: 8%
 - Review 2, (Landes, *The Wealth and Poverty of Nations*), due Friday, October 30: 12%
 - Review 3 (Ferguson, *The Ascent of Money*), due Friday, December 4: 16%
- Three Primary Source Analysis Essays (36% Total)
 - Essay 1 (2 primary sources, 2-3 pages), due Friday, September 11: 8%

Essay 2 (4 primary sources, 3-5 pages), due Friday, October 9: 12%

Essay 3 (6 primary sources, 4-6 pages), due Friday, November 13: 16%

- 7-10 Page Final Essay (see guidelines below), due Monday, December 7: 20%
- Attendance and Participation: 8%

Notes on the Assignments and Evaluation:

- You will notice that each of the book reviews is worth an increasingly large portion of your final grade (8%, 12%, and 16% respectively). Each, however, is expected to be the same length, and each is reviewing a book of equal size and difficulty (see below for specific guidelines). So why do I differentiate in weighing the grade? This is what I call “progressive grading.” I do not expect you to be able to write a perfect analytical book review at first attempt, hence the lower grade weight for review #1 (if you have difficulties on your first review, your final grade will not be greatly affected). I do, however, expect that with practice and taking note of my comments on returned reviews, each review will steadily improve, and thus the latter reviews will count for a greater percentage of your final grade.
- The primary source analysis essays, likewise, are worth an increasingly large portion of your final grade (8%, 12%, and 16% respectively). In contrast to the reviews, however, each of these essays is increasingly complex and thus will require an increasing number of pages to complete effectively. As with the book reviews, I expect to see continual improvement and learning throughout the semester. See guidelines below.
- Although the final essay is due Monday, December 7—the last day of classes—it should not be left until the last weekend to be written. This essay represents the culmination of the other assignments—the book reviews and the primary source analysis essays—and serves as a demonstration of the knowledge and skills that you have developed during this semester. See guidelines below for the essay question and instructions.
- There are no examinations in this course, either in-class or take-home. Historians do not memorize and regurgitate information, and neither will you. Any and all

assignments completed in this class will be of a nature similar to those completed by the professor in his working life.

Guidelines:

The Reading:

In this class, you will read four books. The first, J. M. Roberts' *The New Penguin History of the World*, will be used as our class textbook. There will be readings from this book assigned for each day of the course. Completing these readings by the due date (before you come to class) is essential for your success in the course and will enable you to follow the lecture material more clearly. The remaining three books (Darwin, Landes, and Ferguson) each offer a different—and at times competing—interpretation of world history. They will expose you to a variety of historical writing styles and analysis, and will provide you with alternate “grand narratives” of world history to place alongside the *Penguin History* and the professor's lectures. For each of these books, daily readings are not assigned. Instead, you are responsible for reading them in your own time and completing a book review by the date indicated on the syllabus (see above and below). It is your responsibility to read these books by the due date, and to complete the book reviews on time.

The Analytical Book Reviews:

The 2-3 page analytical book reviews should follow the same format. They should include four sections. The first section should explain briefly who the author is and should then address the following two questions: Why is the author writing? *and* What is the message he is attempting to convey to the reader? The second section should contain a summary of the book. What is its basic story? How is it organized? What particular interpretation does the author bring to world history? The third section should analyze the strengths and weaknesses of the book. Where is the author's story compelling? Where does it fall short? What is particularly persuasive? What is missing? Finally, the fourth section should place the book in the context of the course and world history. How does the book fit with the lectures? What does it reveal that the lectures could not or did not? What does it add to our understanding of modern world history? How does its

interpretation complement or differ from the other books you have read this semester? Your book reviews will be evaluated on how well you have understood the material in the book as well as how well you have communicated that understanding in the four sections described above.

The Primary Source Analysis Essays:

One week prior to the due date for each of these essays, you will be provided with a collection of primary sources relevant to the period of history that we are studying at that particular time in the semester. For each of these essays, you will be provided with eight primary sources, varying in length and content. For the first essay, you will pick two of these sources, for the second essay four, and for the final essay six. You will then craft an essay (2-3 pages, 3-5 pages, and 4-6 pages respectively) analyzing these sources in their historical context and explaining what they reveal about world history. Further instructions will be provided with each set of primary sources.

The 7-10 Page Final Essay:

The 7-10 page final essay serves as a capstone for the entire semester. In it, you will be able to demonstrate your ability to critically read historical literature, to analyze primary source documents, and to craft your own historical account. You will also have the opportunity to connect the information and skills you have learned this semester to your own discipline or major. That being the case, for this final essay you must use *at least* four historical monographs (books) that were not assigned this semester and two primary sources. This is a minimum requirement. You are most welcome to use more monographs and primary sources should you choose. These books and primary sources must be cited in footnotes or endnotes, and your essay must include a bibliography. The essay is due Monday, December 7 (the last day of class), although you may begin to work on it when you choose (I would recommend you start no later than the eleventh week of class—the week of November 2). The question for your final essay is as follows:

In a 7-10 page essay, explain your discipline or major (economics, biology, engineering, nursing, etc) in the context of world history. Where does your major

or discipline fit into world history? How has it been shaped by world history? How has it impacted world history? In answering these (and other) questions, be sure to draw on at least four secondary sources and two primary sources in addition to those assigned in class.

Classroom Policies:

1). *Academic Dishonesty*: I will not tolerate any cheating, plagiarism, or any other form of academic dishonesty. Plagiarism is defined as submitting someone else's work as your own. This includes "cutting and pasting" from another text and citing this work only in the bibliography, without specifically indicating which words are not your own. If you do use someone else's words, you must use quotation marks and cite in footnotes or endnotes the exact book and page number from which you gained the quote. Students caught engaging in academic dishonesty will receive a failing grade for the class—no excuses, no exceptions.

2). *Inclement Weather Policy*: When Fayetteville City Schools are closed, this class will not meet (even if the university officially remains open). If Fayetteville City Schools remain open, this class will meet. School closings can be found on any number of local media websites, television stations, and radio stations.

3). *Cell Phone Policy*: Cell phone use is prohibited in class. Please make sure that all cell phones are turned off. If a cell phone rings during class time, the professor reserves the right to publicly humiliate and shame the owner of said cell phone. Texting is included within this general policy. Even when done under a desk, texting is distracting and rude, both to professor and to your fellow students.

4). *Laptop policy*: The use of laptops for taking notes is permitted in class. However, the sending of emails, tweets, IMs, or other messages is prohibited. If such messages are sent during class time, the professor reserves the write to ban further use of laptops in class for the remainder of the semester for all students. The use of the internet, likewise, is

prohibited in class. To be clear—the only permitted purpose for which a laptop may be used is to take class notes. All other uses are prohibited.

5). *Other media use*: No recordings, either photographic, visual, or audio, may be taken during class time. If this professor finds himself or your fellow students on YouTube or some similar medium, he reserves the right to give the student who obtained the still, video, or audio footage a failing grade for the class.

6). *Food and drink*: Drinks are permitted in class. Eating, however, is not, as it can be distracting to the professor and other students. In a 50 minute class, there is no reason for food to be consumed.

7). *Sleeping*: If you sleep, you will be asked (publicly) to leave the class. Please do not do so.

Core Curriculum Overview and Objectives:

As this course is part of the Fulbright College core curriculum in history, the following wording must be included on this syllabus:

“Overview of Core Courses in History:

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Lecture Schedule:

Week 1

Monday, August 24: *Introduction: Why Study World History?*

Reading: No reading

Wednesday, August 26: *Asia before the Sixteenth Century*

Reading: Roberts, 422-443

Friday, August 28: *The Pacific before the Sixteenth Century*

Reading: Roberts, 444-476

Week 2

Monday, August 31: *Africa before the Sixteenth Century*

Reading: Roberts, 477-482

Wednesday, September 2: *The Americas before the Sixteenth Century*

Reading: Roberts, 482-488

Friday, September 4: *The Middle East before the Sixteenth Century*

Reading: Roberts, 482-488

PRIMARY SOURCE ANALYSIS ESSAY #1 MATERIALS HANDED OUT

Week 3

Monday, September 7: LABOUR DAY HOLIDAY—NO CLASSES

Reading: NO READING

Wednesday, September 9: *Europe before the Sixteenth Century*

Reading: Roberts, 489-545

Friday, September 11: *The European Reformation and its Impact on the World*

Reading: Roberts, 570-586 (stop reading at first paragraph on 586)

PRIMARY SOURCE ANALYSIS ESSAY #1 DUE

Week 4

Monday, September 14: *European Expansion to the New World and Indigenous Response*

Reading: Roberts, 641-647 (begin reading after second paragraph on 641, stop reading at the bottom of page 647)

Wednesday, September 16: *The Decline of Spain, Europe's First Imperial Power*

Reading: Roberts, 598-629

Friday, September 18: *Colonial Encounters in Asia*

Reading: Roberts, 630-641 (stop reading after first full paragraph on 641)

Week 5

Monday, September 21: *Anglo-Franco-Dutch Rivalry and its Impact on the World*

Reading: Roberts, 657-673

Wednesday, September 23: *The Ottoman Empire: An Expanding Power in the Middle East*

Reading: No reading—catch up on all readings thus far

Friday, September 25: *Book Discussion: John Darwin's After Tamerlane*

Reading: Complete John Darwin's *After Tamerlane*

BOOK REVIEW #1 DUE (John Darwin, *After Tamerlane*)

Week 6

Monday, September 28: *The English Revolutions and the Birth of Democracy in Europe*

Reading: Roberts, 586-592 (begin at first full paragraph on 586, end after first paragraph on 592)

Wednesday, September 30: *Democracy Denied: Increasing Autocracy on the European Continent*

Reading: Roberts, 592-597 (begin at first full paragraph on 592)

Friday, October 2: *Review of the Sixteenth and Seventeenth Centuries*

Reading: No reading—catch up on all readings thus far

PRIMARY SOURCE ANALYSIS ESSAY #2 MATERIALS HANDED OUT

Week 7

Monday, October 5: *The European Enlightenment: A New Way of Thinking*

Reading: Roberts, 674-695

Wednesday, October 7: *European Empire Expanded*

Reading: Roberts, 648-656 (begin reading at first paragraph on 648)

Friday, October 9: *The Atlantic Slave Trade: The Shame of Empire*

Reading: No reading—catch up on all readings thus far

PRIMARY SOURCE ANALYSIS ESSAY #2 DUE

Week 8

Monday, October 12: *The Seven Years' War and the Emergence of Great Britain as the World Super-Power*

Reading: Reread Roberts, 657-673

Wednesday, October 14: *The American Revolution: A Colonial Revolt*

Reading: Roberts, 720-728 (stop reading after first full paragraph on 728)

Friday, October 16: *Adam Smith and the Birth of Capitalist Economics*

Reading: No reading—catch up on all reading thus far

Week 9

Monday, October 19: *Democracy Expanded, Democracy Retracted: The French Revolution*

Reading: Roberts, 728-738 (start reading after the first full paragraph on 728, stop reading after the first paragraph on 738)

Wednesday, October 21: *The Napoleonic Wars and the Consolidation of British World Power*

Reading: Roberts, 738-744 (start reading after the first paragraph on 738)

Friday, October 23: **NO CLASS—PROFESSOR OUT OF TOWN**

Reading: No reading—catch up on all reading thus far

Week 10

Monday, October 26: *The Congress of Vienna and the Old World Remade*

Reading: Roberts, 745-750 (stop reading after second paragraph on 750)

Wednesday, October 28: *The Industrial Revolution*

Reading: Roberts, 699-719

Friday, October 30: *Book Discussion: Landes, The Wealth and Poverty of Nations*

Reading: Complete David Landes' *The Wealth and Poverty of Nations*

BOOK REVIEW #2 DUE (Landes, *The Wealth and Poverty of Nations*)

Week 11

Monday, November 2: *Revolutionary Europe and the Birth of Socialism*

Reading: Roberts, 750-767 (start reading after second paragraph on 750)

Wednesday, November 4: *British India: The Making of a Colonial Society*

Reading: Roberts, 813-820 (stop reading after third paragraph on 820)

Friday, November 6: *The Scramble for Africa and the New Imperialism*

Reading: Roberts, 820-830 (start reading after third paragraph on 820)

PRIMARY SOURCE ANALYSIS ESSAY #3 MATERIALS HANDED OUT

Week 12

Monday, November 9: *The Boer War and the first cracks in the British Empire*

Reading: No reading—catch up on all readings thus far

Wednesday, November 11: *The Pacific Nations on the Rise*

Reading: Roberts, 831-860

Friday, November 13: *Strains in the European World Order*

Reading: Roberts, 861-882

PRIMARY SOURCE ANALYSIS ESSAY #2 DUE

Week 13

Monday, November 16: *The First World War and its Impact on the World*

Reading: Roberts, 883-944

Wednesday, November 18: *The Second World War and its Impact on the World*

Reading: Roberts, 945-990

Friday, November 20: *The Decolonization of European Empire*

Reading: Roberts, 991-1039

Week 14

Monday, November 23: *The Cold War World*

Reading: Roberts, 1040-1091

Wednesday, November 25: THANKSGIVING BREAK—NO CLASSES

Friday, November 27: THANKSGIVING BREAK—NO CLASSES

Week 15

Monday, November 30: *The End of the Cold War and the Emergence of the European Union*

Reading: Roberts, 1092-1149

Wednesday, December 2: *The Post-Cold War World and American Hegemony*

Reading: Roberts, 1150-1173

Friday, December 4: *Book Discussion: Ferguson, The Ascent of Money*

Reading: Complete Niall Ferguson's *The Ascent of Money*

BOOK REVIEW #3 DUE (Ferguson, *The Ascent of Money*)

Week 16

Monday, December 7: *The World in the Twenty-First Century*

Reading: 1173-1188

FINAL ESSAY DUE (7-10 Pages)

Wednesday, December 9: DEAD DAY—NO CLASSES

Reading: No reading—You are Done! Congratulations!