**Survey of Global History, 1000 to the Present**

HIST 10500-01 ~ Fall 2017 ~ MWF 8:30-9:20am ~ UNIV 201

**Professor Klein-Pejšová** (PAY-shova)

email: [rkleinpe@purdue.edu](mailto:rkleinpe@purdue.edu)

office: University Hall 313

office hours: Wednesday 2-4pm, or by appointment



We have all heard that ours is an era of globalization. But was does that mean? The idea of globalization – that we live in one integrated, interdependent world – is a recent one. It emerged from the collapse of communism and the end of the cold war in 1989. Since then we have seen a revolution in communications, a growth in regional and supranational organizations, and progression of global thinking. Yet we have also witnessed a step rise in humanitarian crisis, violence, political turmoil, and economic crisis. It seems that the greater our interconnectedness, the more vigorously we assert our differences.

This is not the first time we have confronted the opportunities and challenges of unprecedented integration. This course investigates tensions between unity and difference in our world from the year 1000 to the present. By the end of this course, we will have gained a deeper understanding of the patterns and processes which have shaped the world as we know it today. We will have thought historically and critically about the reordering of power relationships, of production, and of culture from 1000 to the present, with special attention to globalizing processes from the 19th century onward. We will have considered how changing forms of contact – especially through trade, technology, migration – have affected political, economic, and cultural developments in regions of the territories we call Asia, Africa, Europe, and the Americas today. We will combine primary and secondary source readings and a variety of media, lectures, discussions, small group work, and assignments in our examination of global history. Let's go.

**Required Texts:**

• Robert Tignor, et al, *Worlds Together, Worlds Apart*, [**WTWA**], **4th edition**, **volume 2***: The Mongol Empire to the Present* (W.W.Norton & Company, 2014) **ISBN**-13: 978-0393123807

• Elizabeth Pollard and Clifford Rosenberg, eds., *Worlds Together, Worlds Apart: A Companion Reader,* [**CR**], **2nd edition, volume 2** (W.W. Norton& Company, 2016) **ISBN-13:** 978-0393937787

• Marzena Sowa, *Marzi: A Memoir* [graphic novel] (Vertigo, 2011) **ISBN-13:** 978-1401229597

**• e-resources:**  Available on Blackboard. Marked with an asterisk [\*] on the syllabus.

**Attendance Policy**:

**Attendance at all class sessions is mandatory.** Arrive on time. An attendance sheet will be passed around to sign at the beginning of class. More than four (4) absences will result in a grade penalty (1/2 of a letter grade) for each subsequent unexcused absence. Unexcused means undocumented by a doctor's note, or other valid form of documentation. If there is an occasion where you must leave early, notify me before class starts and sit near an exit. Be courteous. Do not disrupt the professor or your fellow students. Turn off & Put away all electronic devices. Be prepared to participate.

**Course Requirements:**

1. **Five Reaction Logs (RL) (100 points total, 20 pts. each):** These are concise (300 word min – 500 word max, about 1 ½ pages) and reflective responses to the RL question based on the week’s readings, which you will find listed on the syllabus under the Friday entry. Reaction Logs are due at the beginning of class on Fridays, typed, and in hard copy. You will receive a grade for entry. The final cumulative grade will be posted on blackboard.
2. **Midterm Exam (100 points):** For the midterm exam, you will answer two essay questions out of three as completely and thoughtfully as you can, drawing on your readings and our class sessions. Take a position, back up your statements, and clearly state what you want to say. We will be doing a practice exam essay (counts as 20 points of midterm) in class before the midterm exam. Blue books required.
3. **Final Exam (100 points):** The final exam will carry the same format as the midterm. You will draw on your readings and our class sessions from the second half of the semester to answer the two out of three questions as completely and thoughtfully as you can, demonstrating what you have learned. Blue books required.
4. **The Marzi Pages (100 points):** Marzi, born in 1979, was 9 years old when the communist regime fell in Poland. She tells her story in the graphic novel *Marzi, a memoir***.** The Marzi pages assignment is an exploratory essay you will write of 1000-1200 words, or about 3 pages in which you trace the evolution of your thinking as you move through the book. We will do a jump-start group exercise in class. More details to follow!

**\*Extra Credit:** Be involved! You may gain extra credit points by going out and attending events of your choosing on campus and in the surrounding community (for example: lectures, films, concerts) and submitting a paragraph (about 150 words) description of the event including: title of event, where and when it took place, what was presented, what you liked & disliked, and any surprises? You may gain up to 5 extra credit points in this manner, which will be directly calculated into your final grade for the course (for example, a final calculated grade of 88 plus 5 extra credit points becomes a 93, or A).

= 400 possible points +5 possible bonus points

Grade determined by calculating points, participation, attendance, and extra credit points.

**Grade scale:** A+ = 98-100; A = 93-97; A- = 90-92; B+ = 88-89; B = 83-87; B- = 80-82;

C+ = 78-79; C = 73-77; C- = 70-72; D+ = 68-69; D = 63-67; D- = 60-62; F = 0-59

Written work for this course (RLs and Marzi Pages) must adhere to the following format: **double-spaced, one-inch margins, in 12 point Times New Roman font, paginated, proofread, and including Chicago Style footnotes for any citations. You will find a link to proper citation format through Purdue OWL (Online Writing Lab) on blackboard.** Assignments are due at the beginning of class. No email attachments. Late papers will be penalized by 5 points for each day late. Keep all graded assignments until you have received your final grade. In this way, if there are grade discrepancies, you will have the original document in your possession for consideration of final grade adjustment.

**Important Notes:**

## • Cheating / Plagiarism: Plagiarism refers to the reproduction of another's words or ideas without proper attribution. Cheating, plagiarism, and other forms of academic dishonesty are serious offenses, and will result in a failing grade and notification of the Dean of Students Office. Don't do it!!

**• Course evaluations:** During the15th week of classes, you will receive an official email from evaluation administrators with a link to the evaluation site. You will have two weeks to complete the evaluation. I do not see your evaluation until after grades are submitted.

**• Disclaimer:** In the event of a major campus emergency, the above requirements, deadlines and grading policies are subject to changes that may be required by a revised semester calendar.  Any such changes in this course will be posted on Blackboard once the course resumes or can be obtained by contacting the professor via email.

• **\*Email etiquette**: Outside of class or office hours, communicate with your professor by email. State the reason for your email in the subject line (ex: “question about essay”). Include a full salutation (ex: “Dear Professor”), and closing with your full name (ex: “Sincerely, Robert Owen”). Use full sentences, correct grammar, and punctuation. If you fail to follow this etiquette, I will not respond to your email. I will usually respond to your emails within 24 hours, with the exception of weekends.

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**Schedule of Classes** (You will learn of any changes to the schedule in advance**):**

Week 1: **Global History in a Global Age**

M, 8/21: **An Artefact from Now**

• **WTWA**, pp. xliv-xlv, map: Geography of the Ancient and Modern Worlds

• **WTWA**, pp.824-847: An Early 21st Century Snapshot

• Random artefact from now in-class analysis

W, 8/23: **The Boom in Global Trade, 1000-1300**

• **WTWA**, pp.359-364: What changed? Consider Afro-Eurasian Trade, map 10-1

F, 8/25: **CR**, Joseph ben Abraham, Francesco Pegolotti, pp.14-22

**Class discussion:** How can we tell from these two documents that trade relations are expanding circa 1000-1300?

Week 2: **Integration through Trade and Religion circa 1300**

M, 8/28: • **WTWA**, pp. 364-368 (Africa), 376-380 (China)

W, 8/30: • **WTWA**, pp.368-373 (Islam), 383-389 (Christianity)

• **CR**, Two Views of the Fall of Jerusalem, pp. 10-14

F, 9/1: • **CR,** Ibn Battuta, Zheng He, Leo Africanus, pp. 48-56

**(RL#1)** What do you read in these sources about the places and people the authors encounter? For each piece (not including the brief introductions), make a list of 3 citations (so 9 altogether) that reveal to you the authors’ impressions and reasons for writing.

Week 3: **Integration through Conquest: Legacies of the Mongols**

M, 9/4: *No Class – Labor Day*

W, 9/6: • **WTWA**, pp. 394-400

• "William of Rubruck: Impressions of the Medieval Mongols"\*

F, 9/8: • **CR**, “Casebook: Mobilizing for War in the Age of the Mongols,” pp. 27-38

• "Mongol Battle Strategy" from the film *Mongol* (2007)\*

Week 4: **Reordering Afro-Eurasia and Creating the Atlantic World**

M, 9/11: • **WTWA**, pp. 405-417 (Ottoman Empire), 430-437 (Ming China)

• **CR**, Giovanni Boccaccio on the Black Death, pp. 39-44

W, 9/13: • **WTWA**, pp. 449-462

• **CR**, Columbus, Broken Spears, Xajilá, Sepúlveda, pp.64-77

F, 9/15: **• WTWA,** pp.462 (Beginnings), 486-495 (Plantation Complex & Slave Trade)

• **CR**, “Casebook: Coerced Labor in the Early Modern World,” pp.125-139

**(RL#2)** Choose 1 of the 4 accounts presented in the case book concerning coerced labor and answer the following questions about it. What kind of forced labor is required of the people under coercion? In what conditions do they live? How does the author represent the coerced laborers (find passages in the text)?

Week 5: **Power Transformations in Afro-Eurasia**

M, 9/18: • **WTWA**, pp. 498-507 (Mughal Empire, Qing China, Tokugawa Japan)

• **CR**, “Court Etiquette in the Mughal Empire,“ pp. 80-84

W, 9/20: • **WTWA**, pp. 463-468 (Religious reform & warfare in Europe)

• **CR**, Martin Luther, pp. 98-103

F, 9/22: *No class- Rosh Hashanah*

Week 6: **Shifting Centers**

M, 9/25: • **WTWA**, pp.507-515

• **CR**, “Destruction of Magdeburg,” pp. 108-110

W, 9/27: • **WTWA**, pp. 520-526 (Islamic World), 542-546 (Africa & the Americas)

• **CR**, “Turkish Letters,” pp.140-145.

F, 9/29: **In-class Practice Exam! Counts as 20 points of midterm exam.**

Week 7: **Reordering the Atlantic World**

M, 10/2: • **WTWA**, pp. 535-542 (Enlightenment), 549-550 (Classification and "Race")

• **CR**, John Locke, Voltaire, pp. 154-156, and 160-162

W, 10/4:  **• WTWA,** pp. 556-565

• "The Declaration of Independence"\*

• **CR**, “Declaration of the Rights of Man,” “Declaration of the Rights of Woman,” “The Case Against the Slave Trade,” pp. 168-175, and 180-183

F, 10/6: •**WTWA** pp. 565-571

• Toussaint Louverture’s letter to the French Directory\*

**(RL#3)** In what ways does Louverture warn the Directory against the reimposition of slavery on the island? How How does he attempt to convince them that it would be unwise?

• **discuss and distribute midterm study guide**

Week 8: **The Dual Atlantic Revolutions and Their Repercussions**

M, 10/9: *No Class – October Break*

W, 10/11: • **WTWA**, pp.573-580

• **CR**, “Testimony for the Factory Act,” pp. 188-192

• "Poverty Knock" clip\*

F, 10/13: • **WTWA**, pp. 580 (Russia), 583-586 (British India), 586-591 (Qing China)

• **CR**, “Letter to Queen Victoria,” pp. 192-195

**Class discussion**: Why does Commissioner Lin Zexu write this letter to Queen Victoria? What argument does he use in his attempt to persuade the queen?

Week 9: **Nineteenth Century Dreamers**

M, 10/16: **Midterm Exam!!**

W, 10/18: • **WTWA**, pp. 595-596, 607-613

• "Utopian Socialism"\*

• **WTWA**, selection from "The Communist Manifesto," p.612

F, 10/20: **Let's Go *Very* Local: Visions of Tenskwatawa and Tecumseh**

• in-class viewing of *We Shall Remain*

Week 10: **Nationalism and Imperialism**

M, 10/23: • **WTWA**, pp. 637-638

• **WTWA**, Ernest Renan "What is a Nation?" p.639

W, 10/25: • **WTWA**, pp. 642-645

• **Mazzini**, "On the Unity of Italy"\*

F, 10/27: • **WTWA**, pp. 644-656

• **WTWA**, "Two Faces of Empire," p.661

• **CR**, Cecil Rhodes, pp. 225-230.

• Viewing “The Bridge Party” from *A Passage to India* (1984)

Week 11: **World War One and Its Aftermath**

M, 10/30: • **WTWA**, pp. 705-712

• **CR**, "British Army's Form A. 2042" and Wilfred Owen's "Dulce et Decorum Est," pp. 281-284

M, 11/1: • **WTWA**, pp. 712-715

• Viewing and discussion: "The Changing Map of Europe"\*

W, 11/3: • **WTWA**, pp. 732-739

• **CR**, Gandhi, “Second Letter to Lord Irwin,” pp. 288-292

**(RL#4)** Choose 1 of the 2 following questions to answer: 1) How would explain the practice of *satyagraha* (nonviolent protest) based on Gandhi’s discussion in the letter? **Or** 2) In what ways does Gandhi make his argument for Indian *self-determination* in the letter?

Week 12: **From the Rise of Authoritarianism to World War Two**

M, 11/6: • **WTWA**, pp. 722-730

• Milgram, “Behavioral Study of Obedience”\*

• In-class viewing of *The Wave* (1981)

W, 11/8: • **WTWA**, pp. 744-750

• István Deák,”Germany’s Many Allies,” *Europe on Trial* (2015)\*

F, 11/10: • Lucy Dawidowicz, "The First Stage: Anti-Jewish Legislation"\*

• Judith Sherman, *Say the Name*, pp. 18-19\*

**(RL#5)** Both of today’s readings focus on the beginnings of anti-Jewish legislation in Germany and in German-allied Slovakia. In simple language, what were these first steps? Why were they so important?

Week 13: **From World War Two in the Pacific to the Cold War**

M, 11/13: • **WTWA**, pp. 750-751

•The Rape of Nanjing"\*

W, 11/15: • **WTWA**, pp. 751-754

• **CR**, Sauvy, “Three Worlds, One Planet,” and Kennan, “The Long Telegram,” pp. 312-325

• "American Imperialist Potato Bug!" "Communism vs. Capitalism!"\*

F, 11/17: • Marzena Sowa, selections from her graphic-format memoir *Marzi, A Memoir* (2009)\* **– jump-start exercise for essay assignment!**

Week 14: **The Civil Rights Movement in the US**

M, 11/20: • **WTWA**, pp. 767-781

# • Viewing *Eyes on the Prize Part* 4: No Easy Walk (1962-1966)\*

W & F, 11/22 & 11/24: *No Class – Thanksgiving*

Week 15: **Decolonization to the End of the Cold War**

M, 11/27: • **WTWA**, pp. 754-767

• Kwame Nkrumah, "I Speak of Freedom"\*

• Bob Marley "Redemption Song"

W, 11/29: Guest lecture by Stacy Holden, Associate Professor of History

• **CR**, “Conflicting Perspectives on Israel/Palestine,” pp.335-340

F, 12/1: **From Wall to World, or How did the Cold War End?**

**•** WTWA, pp. 786-792; "New Year's Day Speech, 1990," Václav Havel\*

• "I Got Life" *A Kis Utazás*

• **final exam study guide distribution**

Week 16: M, 12/4 , W, 12/6, F, 12/8: Film screening “Well-Founded Fear” (2000)

**• Marzi Pages essay due on Friday!!**

**Final Exam TBA – Finals Week 12/11-12/16**