

Survey of Global History, 1000 to the Present

Spring 2024: HIST 10500-001
MWF 2:30-3:20pm in Smith Hall 108

Professor Klein-Pejšová (PAY-show-vah; she, hers)

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Student Meeting Hours: Fridays 10am-12pm (or by appointment) in-person or [on Zoom](#)

Teaching Assistants:

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We live in a globalized world. But what does that mean? How is our experience of an interlinked and interdependent world different from that of other people who lived before our time? The term *globalization* – that we live in one integrated, interdependent world – is a recent one. Yet the concept of increasing interconnection is not. How has that experience changed over time? The term as we know it rose in usage after the end of the Cold War in 1989. Since then, we have seen a technological revolution in communications, a growth in regional and supranational organizations, and progression of global thinking. Yet we have also witnessed humanitarian disasters, political turmoil, economic, and environmental crises. We confront both 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, you will have gained a deeper understanding of the patterns and processes which have shaped the world as we know it today. You 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. You 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 individual projects in our examination of global history. We cannot cover everything, but we will create a map which will help you navigate our world today.

Required Texts:

- 1) Adelman, Pollard, et al, *Worlds Together, Worlds Apart* (Norton, 2021): 6th edition, volume 2: *From 1000 CE to the present* – Ebook \$53.95 – download from <https://wnorton.com/books/9780393532074>; **WTWA on the syllabus**
- 2) Pollard, Rosenberg, *Worlds Together, Worlds Apart: A Companion Reader* (Norton, 2019): 3rd edition, volume 2; <https://wnorton.com/books/9780393668773>; **CR on the syllabus**
- 3) Stefanović, *Miss Ex-Yugoslavia* (Atria Books, 2018)
- 4) Additional required materials uploaded on Brightspace, marked with a (B)

Course Objectives:

By the end of the course, you will have:

- 1) Gained a deeper understanding of the patterns and processes, ruptures and continuities in the global history narrative which have shaped today's world, its politics, ideas, and ambitions;
- 2) Explored how historical study connects us to other people, places, and times;
- 3) Used primary source evidence to analyze fundamental problems in global history in individual writing and group work;
- 4) Engaged in an environment of open inquiry to exchange ideas and interpretations of problems in global history;
- 5) Become better prepared to situate historical thinking and analysis in today's globalized world.

Course Requirements and Grading: 500 possible points

- I) **Attendance:** Attendance is mandatory following Purdue guidelines. Arrive on time. If there is a reason that you must leave early, notify me before class begins and sit near an exit. Be courteous. Be present. More than 3 unexcused absences will result in 1/3 of a letter grade penalty. We will be using iClicker for taking attendance.
iClicker join code: <https://join.iclicker.com/NWBO>
- II) **Participation (40 Cumulative points):** *40 points = full participation credit (100%). Additional points accrue as extra credit. Points updated weekly on Brightspace.
Motto: *The better we each do, the better we all do.*
 - We will continuously be using Google docs and slides for active and collaborative learning. Let us be generous and respectful of each other as we engage with the materials, ideas, and range of opinions we will encounter.
 - You receive 1 point for each adequate response in the docs, 2 points for more detailed, thoughtful, and analytical responses. Write your first name and last initial in brackets at the end of your response for credit, ex/ [Rebekah K-P]. You will receive 0 points for 0 response. You may contribute more than one response in a doc. You may also comment on the responses of your classmates for credit. This method creates a set of collaborative class notes from the readings and discussions that are saved into your google drive and will help you prepare for exams and retain course content. Editing permissions will be open for each week's docs for one week. I will explain further in class.

- III) **Exams: (300 total points):** There will be a first, second, and final exam, each covering materials from one-third of the semester. The exams will consist of short answer questions requiring a good paragraph response [5-10 sentences]. You will receive a study guide one week in advance of each exam. You will be allowed the opportunity to take one and only one make-up exam. Each exam is worth 100 points. More details to follow in class.
- IV) **Object Essay (100 points):** Choose an object. Any object. From any place. Really! It can be a souvenir coffee cup, a work desk, a paperclip, a whistle shaped like a rooster, a doll, a clock, a bottle of painkillers, a backpack, a postcard, ...you get the idea. Why does this object exist? Further, how did it come to exist in the specific form of the example you have chosen? What does it tell us about the place and time from which it emerged? Your 3–4-page (750-1000 word) essay will present an argument about the meaning and function of the object you have chosen. More details to follow in class. **Due on Brightspace by 9pm on Friday, April 12th.**
- V) **Miss Ex-Yugoslavia Assignment (60 points):** Sofija Stefanović’s memoir *Miss Ex-Yugoslavia* tells her story of Yugoslavia’s collapse, migration, and living between two worlds with biting humor and captivating detail. “If you’ve felt like a fish out of water, you’ll identify...” says Stefanović of her book in this [interview](#). This assignment asks you to reflect on her everyday life in her turbulent youth as it brings us closer to understanding larger post-Cold War global issues with a focus on material culture. I promise that you will enjoy reading this memoir! Details of the assignment to be explained in class. **Due on Brightspace by 9pm on Monday, April 22nd.**

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

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

- Week 1: **Global History in a Global Age**
- M, 1/8: Course Introduction & course logistics – change over time:
“Budapest’s Lost Glories” <https://www.rferl.org/a/budapest-lost-glories-then-now-slider-gallery/32732512.html#main>
- W, 1/10: The Boom in Global Trade, 1000-1300
•WTWA, pp. 384-390: What changed? Consider Afro-Eurasian Trade, map 10.1
•CR, Joseph ben Abraham, pp. 6-9; Francesco Pegolotti, pp.22-25: How can we tell from these two documents that trade relations are expanding circa 1000-1300?
- F, 1/12: •WTWA, pp. 395-401; 406-410
•**Family Object Exercise:** before we meet, write about an object of special importance to your family in about 100 words on the google doc linked to this week in Brightspace, according to your alphabetical group.

- Week 2: **Integration through Trade and Religion circa 1300**
 M, 1/15: *MLK Day – No Class*
 W, 1/17: •WTWA, pp. 390-395; 401-406; 410-414
 •CR, Two Views of the Fall of Jerusalem, pp. 1-6
 F, 1/19: OL: •CR, Ibn Battuta, pp. 49-52; Zheng He, pp. 52-54
 How do the authors describe the places and people they encounter? What do they find noteworthy?
- Week 3: **Integration through Conquest: Legacies of the Mongols**
 M, 1/22: •WTWA, pp.414-421
 •"William of Rubruck: Impressions of the Medieval Mongols" (B)
 •"How did the Mongols Destroy Baghdad in 1258?"
<https://www.youtube.com/watch?v=ZmsI-STHnxo>
 W, 1/24: •WTWA, pp. 432-438, map 11.1 "The Spread of the Black Death, 1320-1354"
 •CR, Giovanni Boccaccio, "The Decameron (1353)", pp. 40-45; "The Ordinance of Laborers (1349)", pp.45-49
 F, 1/26: •CR, "Casebook: Mobilizing for War in the Age of the Mongols," pp. 26-39
- Week 4: **Reordering Afro-Eurasia and Creating the Atlantic World**
 M, 1/29: WTWA, pp. 438-463
 W, 1/31: •WTWA, pp. 474-495
 F, 2/2: •CR, "Broken Spears," pp. 65-71, "Plague in Central America," pp. 71-74
- Week 5: **A Global Economy**
 M, 2/5: WTWA, pp. 518-527
 W, 2/7: •WTWA, pp. 527-535
 •CR, "Buying Slaves at Wydah," pp. 113-119, "The Brutality of Sugar Plantations," pp.119-121
 F, 2/9: •CR, "Casebook: Coerced Labor in the Early Modern World," pp.128-142
 Let's consider 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, consider adjectives)?
 • *Distribute study guide for the first exam*
- Week 6: **Power Transformations in Afro-Eurasia - Shifting Centers**
 M, 2/12: WTWA, pp. 535-547
 CR, "Notes from a County Magistrate," pp. 150-152
 W, 2/14: WTWA, pp. 547-555
 CR, "The Destruction of Magdeburg," pp. 110-112
 F, 2/16: **First Exam: in class**
- Week 7: **Reordering the Atlantic World**
 M, 2/19: •WTWA, pp. 580-588
 •CR, "John Locke and Enlightenment Universalism," pp. 157-159

- W, 2/21: •**WTWA**, pp. 607-616
•**CR**, “Declaration of the Rights of Man,” pp. 168-171, “Declaration of the Rights of Woman,” pp. 171-175, “The Case Against the Slave Trade,” pp. 175-179
- F, 2/23: •**WTWA**, pp. 616-624
• “Toussaint Louverture’s letter to the French Directory” (**B**)
In what ways does Louverture warn the Directory against the re-imposition of slavery on the island? How does he attempt to convince them that it would be unwise?
- Week 8: **The Dual Atlantic Revolutions**
- M, 2/26: •**WTWA**, pp. 624-632
•**CR**, “Testimony for the Factory Act,” pp. 189-193
- W, 2/28: •**WTWA**, pp. 632-641
•**CR**, “Letter to Queen Victoria,” pp. 193-196
- F, 3/1: •**WTWA**, pp. 663-668
•**CR**, “What is Property?” pp. 215-219
- Week 9: **The Dual Atlantic Revolutions and Their Repercussions**
- M, 3/4: •**WTWA**, pp. 668-674
•Thinking locally: PBS’s We Shall Remain, Ep. 2, Tecumseh’s Vision (part 7):
<https://www.youtube.com/watch?v=j8gQ8nyr94k>
- W, 3/6: •**WTWA**, 693-705
•**CR**, “What is a Nation?” pp. 229-235
- F, 3/8: •**WTWA**, pp. 705-727
•**CR**, “The Black Man’s Burden,” pp. 236-239
•*Distribute study guide for the second exam*
- Week 10: ***Spring Break: 3/11-3/16***
- Week 11: **Nationalism and Imperialism; Nation and Race**
- M, 3/18: •**WTWA**, pp. 739-751
- W, 3/20: •**WTWA**, pp. 751-771
- F, 3/22: **Second Exam: in class**
- Week 12: **Modernity, World War One and Post-War Anti-Colonialist Strivings**
- M, 3/25: •**WTWA**, pp.783-791
•**CR**, “British Army’s Form A. 2042,” pp. 284-286
- W, 3/27: •**WTWA**, pp. 791-795
- F, 3/29: “The Churchill White Paper (June 1922)” JMW, 589-592 (**B**)
- Week 13: **Mass Culture, Mass Politics, Anti-Colonialism**
- M, 4/1: •**WTWA**, pp. 795-811
•The Bat’a Shoe Factory, Czechoslovakia
https://www.youtube.com/watch?v=yblGH71_pi4
- W, 4/3: **WTWA**, pp. 811-817

F, 4/5: •**CR**, “Second Letter to Lord Irwin,” pp. 295-299
In what ways does Gandhi make his argument for Indian self-determination in the letter?

Week 14: From World War Two to the Cold War

M, 4/8: •**WTWA**, pp. 829-834

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

W, 4/10: **WTWA**, pp. 834-840

F, 4/12: •Lucy Dawidowicz, “The First Stage: Anti-Jewish Legislation” (**B**)

What stands out to you as you read these pieces of legislation intended to deprive Jews of their civil equality, and exclude them from the wider German society?

•**Object essay due today by 9pm on Brightspace**

Week 15: Decolonization to the End of the Cold War

M, 4/15: •**WTWA**, pp. 840-851

W, 4/17: •**WTWA**, pp. 852-863

•**CR**, “The Rivonia Trial,” pp.350-356

F, 4/19: •**WTWA**, pp. 877-884

Week 16: Reading Week – no classes

M, 4/22: •**Miss Ex-Yugoslavia project due today by 9pm on Brightspace**

•**Distribution of final exam study guide**

W, 4/24 & F, 4/26: Study for Final Exam

Final Exams 4/29-5/4: Our Final Exam Date & Time TBA

Have a Great Summer!

UNIVERSITY POLICIES

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 Brightspace 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, Eleanor Roosevelt”). 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, except for weekends.

CHEATING / PLAGIARISM/ACADEMIC INTEGRITY

Plagiarism refers to the reproduction of another's words or ideas without proper attribution. University Regulations contain further information on dishonesty. Plagiarism and other forms of academic dishonesty are serious offenses and will be treated as such in this class. **You are expected to produce your own work and to accurately cite all necessary materials.** Cheating, plagiarism, and other dishonest practices will be punished as harshly as Purdue University policies allow. Any instances of academic dishonesty will likely result in a grade of F for the course and notification of the Dean of Students Office. Please make sure that you are familiar with Purdue's academic integrity policies:

<https://www.purdue.edu/odos/osrr/academic-integrity/undergraduate.html>

GRIEF ABSENCE POLICY

Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). Students will be excused from classes for funeral leave and given the opportunity to complete missed assignments or assessments in the event of the death of a member of the student's family.

STUDENTS WITH DISABILITIES

Purdue University is committed to providing equal access and equal opportunity to university courses, activities, and programs for students with disabilities. Students with documented disabilities that substantially limit a major life activity, such as learning, walking, or seeing, may qualify for academic adjustments and/or services. If you have a disability that requires special academic accommodation, please make an appointment to speak with me within the first three weeks of the semester in order to discuss any adjustments. It is the student's responsibility to notify the Disability Resource Center of any impairment/condition that may require accommodations and/or classroom modifications. To request information about academic adjustments, auxiliary aids, or services, please contact the Disability Resource Center in the Office of the Dean of Students, 830 Young Hall, (765) 494-1247 (V/TTY), drc@purdue.edu.

NONDISCRIMINATION POLICY STATEMENT

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Executive Memorandum No. D-1, which provides specific contractual rights and remedies.

VIOLENT BEHAVIOR POLICY

Purdue University is committed to providing a safe and secure campus environment. Purdue strives to create an educational environment for students and work environment for employees that promote educational and career goals. Violent behavior impedes such goals. Therefore, violent behavior is prohibited in or on any university facility or while participating in any university activity.