

HISTORY 105-3
FALL 2009
SURVEY OF MODERN GLOBAL HISTORY, 1500-PRESENT

Instructor: Garrett Washington gwashing@purdue.edu Office: 765-496-7544
Class Time: M/W/F 10:30AM-11:20PM
Classroom: FRNY 1043
My Office: REC 409
Office Hours: M/W 11:30-12:30 and by appointment

Course Description: This global history course will examine important developments in the civilizations of Europe, Asia, Africa, and the Western Hemisphere from the development of world trade in the 16th century to the rise of globalization in the 21st century. Themes to be investigated will include religion, politics, political ideologies, economics, technology, gender, and race among others. An emphasis will be placed both on comparing and contrasting these great themes as well as on showing how increasingly interdependent, and thus global, our civilizations are becoming.

Required Texts:

- Gourevitch, Philip. *We Wish to Inform You That Tomorrow We Will be Killed With Our Families: Stories from Rwanda*. New York: Farrar, Straus, and Giroux, 1998.
Available for less on Amazon.com and Half.com
- Kang, Hildi. *Under the Black Umbrella: Voices from Colonial Korea*. Ithaca, New York: Cornell University Press, 2001.
Available for less on Amazon.com and Half.com
- Tignor, Robert et. al. *Worlds Together, Worlds Apart: A History of the Modern World from the Mongol Empire to the Present*. New York: W. W. Norton and Co., 2002.
Available for less on Amazon.com and Half.com
- Assigned Texts on Blackboard Vista

Lectures and Readings:

August 24	Introduction to HIST 105, Syllabus, Instructor, and Classmates
August 26	Intro to the subject of Global History
August 28	World in 1550: Islamic Dynasties (Ottomans, Safavids, etc.) Tignor, 42-58
August 31	World in 1550: The Middle Kingdom (Ming China) Tignor, 59-66 Quiz 1: Asia and Middle East Map
September 2	World in 1550: Trade Routes (Innerasia, Kilwa Kiswani, etc.) Tignor, 79-86; 110-117

September 4	The center of the World in 1550 No Reading Discussion: Which empire was most impressive?	
September 7	Labor Day No Class No Reading	
September 9	World in 1550 Reading TBA Quiz 2: South America and Africa Map	(Africa, South America))
September 11	Encountering the Other Tignor 86-93; 131-138	(Europeans in Africa)
September 14	Film on Africa (VC6850) Encountering the Other No Reading	(Europeans in the “East”)
September 16	Encountering the Other Tignor, 93-106	(Europe and North America)
September 18	Encountering the Others’ religion No Reading Discussion: Missionaries and Empire Paper 1 Due	
September 21	Splendor and Power Tignor, 141-146; 171-6	(Qing China)
September 23	Splendor and Power Tignor, 147-148; 176-179	(Tokugawa Japan)
September 25	Splendor and Power Tignor, 150-152; Extra Reading TBA	(Romanovs, Bourbon)
September 28	Splendor and Power; Tignor, 165-171; 172	(Islamic World)
September 30	Splendor, Power, and the People Discussion: I’d rather be a peasant in... In-Class Short Response 1 No Reading	
October 2	The Age of Paradox: Imperialism Tignor, 189-192, 213-216, 227-235	(Race, Opium War, India)

October 5	The Age of Paradox: Fighting for Freedom (FR, US, Haiti, etc.) Tignor, 199-213 Begin Kang
October 7	Exam Review No Reading Review Sheets 1, 2 (bring 2 copies) Due
October 9	Exam 1
October 12	OCTOBER BREAK NO CLASS
October 14	Resisting Colonization: (Islamic Revitaliz., Taipings.) Tignor, 241-245; 246-250 Read Kang
October 16	Resisting Colonization (Shaka Zulu, 1857 in India) Tignor, 245-246; 261-268 Read Kang
October 19	Resisting Colonization (Imperial Models) Tignor, 286-294 Read Kang
October 21	Resisting Colonization (Boer War, Boxer Uprising) Tignor, 311-327 Finish Kang
October 23	Resisting Colonization in Korea No Reading Discussion: Colonial Korea and it's Subjugated Siblings Paper 2 Due
October 26	Nation-building: The Case of Meiji Japan Tignor, 297-304
October 28	Nation-building: The Case of India Tignor, 338-341; 375-379 Extra Reading TBA
October 30	Nation Building: Women and the State Tignor, 322-324, 325, 326, 372 (2 nd paragraph) Extra Reading TBA Discussion: Woman Matters
November 2	World War I and Massification (Japan, Germany, Italy) Tignor, 347-358

November 4	World War I and Massification Tignor, 363-372	(USSR)
November 6	World War II and New Extremes Tignor, 387-392	(Nanking, A-bomb)
November 9	World War II and New Extremes Tignor, 397-409	(Communists, Un-Colonies)
November 11	War and Extremes No Reading Discussion: Painting the Message In-Class Short Response 2	
November 13	Three-World System: Tignor, 409-414 Gourevitch, 1-25	(1 st World, 2 nd World, Korean War)
November 16	Three-World System: Tignor, 414-423 Gourevitch, 25-50	(3 rd World, Fissures)
November 18	Film on Middle East (VC5923) Gourevitch, 50-100	
November 20	Three World System: Tignor, 425-433 Gourevitch, 100-150 Explain PICES	(End of the Cold War)
November 23	Replacing the Old Systems: No Reading Discussion: When the teachers leave... Paper 3 Due:	(Africa Un-Colonized)
November 25	Thanksgiving Break	No Class
November 27	Thanksgiving Break	No Class
November 30	Replacing the Old Systems: Tignor, 454-458	(New PRC, USSR, Islamicism)
December 2	Replacing the Old Systems:	(Middle East, SW Asia)
December 4	Replacing the Old Systems:	Terrorism and Responses since 1980
December 7	Governance, Violence, and Turning Points Discussion: 1989, What's the Big Deal	

15 minute In-Class Free Writing 3

December 9	Final Exam Review
December 11	Final Exam Review Review Sheets 3,4, and 5 (bring 2 copies) Due
December 14- December 19	Final Exam

Grading:

ASSIGNMENT	PERCENTAGE	POINTS
Papers (3)	12% (each)	36
Exams (2)	10% (each)	20
Participation	15%	20
Short Responses (3)	5% (each)	15
Quizzes (2)	2.5% (each)	5
Review Sheets (5)	1% (each)	5
PICES Evaluations	1%	1
		Total: 102

Assignment Explanations:

Paper 1: Analyze a short text taken from a missionary's personal writings.
500 words; double-spaced; 12-point, Times New Roman font
Due September 18

Paper 2: Compare and contrast the colonial administration and its effects in Colonial Korea to those of 2 other colonies outside of East Asia.
750 words; double-spaced; 12-point, Times New Roman font
Use Footnotes
Due October 23

Paper 3: Compare and Contrast Rwanda's genocide with that of a country on a different continent.
750 words; double-spaced; 12-point, Times New Roman font
Use Footnotes
Use 1 outside source
Due: November 23

Exam 1: A test covering all material since the beginning of the course

Exam 2: A test covering all material since Exam 1

Participation: Attendance AND Contributions made during class and discussions.

In-Class Short Responses: 15 minute in-class writing assignments on a topic given by the instructor at the beginning of class.

Quizzes: Short tests of geographical knowledge

Review Sheet: A list of key names, dates, movements, etc. from the specified chapter.

Review Sheet 1: Ch. 2, 3
Review Sheet 2: Ch. 4,5,6,
Review Sheet 3: Ch. 7,8
Review Sheet 4: Ch. 9, 10
Review Sheet 5: Ch. 11,12

PICES Evaluation: Bring printed proof that you have submitted your Class Evaluation.

RULES AND GUIDELINES

LATE ASSIGNMENTS/MAKE-UPS

- A. Students must notify me in writing or in person before the day of an exam, paper deadline, or other major assignment. Each student will have the right to make-up an exam or turn in late an assignment only once during the semester. If these requirements have been met, the make-up exam must occur within 3 days of the scheduled exam and the late assignment must be turned in within 7 days of the scheduled due date.
- B. Any assignments turned in late or exams missed without notification will receive only (very) partial credit.

CLASS CONDUCT

Each student is important to me and is encouraged to help me know him/her. I will always reward a student who I know is making an effort.

Cell phone calls received during class will be tolerated. However the student will have to answer the call standing in front of the entire class.

Be on time. I reserve the right to tell excessively late students to leave.

If you would like to use a laptop, you must sit in the front.

No racially or sexually offensive dress may be worn to this class.

Every student will respect the right of his or her classmates to speak on the topic during lectures or discussion. Inappropriate responses to student questions or contributions will not be tolerated.

Smile as often as possible.

WRITING LEVEL

This is a writing intensive course. Students with difficulty writing are encouraged nonetheless to enroll in this course. But these students must meet with me during the first 2 weeks of classes to determine a plan for writing improvement. The Owl Writing Lab

offers excellent writing tutorials and consultation sessions. Please visit <http://owl.english.purdue.edu/writinglab/> for more info.

SYLLABUS RIGHTS/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

This syllabus can be altered at any point by the instructor This may include not only extra readings that I will provide, pop-quizzes and surprise discussions, but also extra credit, cancelled readings, and more movies

Any such changes in this course will be posted immediately on Blackboard or can be obtained by contacting the professor via email or phone.

ACADEMIC HONESTY

Students must produce their assignments and test responses independently. Failure to do so will result in penalties or expulsion from the class. Academic integrity is a must for this course as well as in the rest of life. If you are unclear about what constitutes plagiarism, please do not hesitate to come and talk with me, but also be sure to check out the Academic Honesty policy below.

Purdue Academic Honesty Policy

Cheating / Plagiarism:

Plagiarism refers to the reproduction of another's words or ideas without proper attribution. University Regulations contains 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.

Also see <http://www.purdue.edu/ODOS/osrr/integrity.htm>