

Framingham State University
Syllabus
HIST 155 Comparative World History since 1450

General Information:

Semester: Summer 2018(July 2nd,2018-August 3rd,2018)

Credit: 4

Teaching Hours: 50 Hours Time:

2 hours/day, Mon-Fri

Professor Name: Dr. Matthew Barlow

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Course Description: Comparative World History Since 1450

The goal of this course is to explore and develop theoretical and comparative frameworks for understanding global history. Through this course, we will examine a variety of civilizations since the time of the Columbian exchange, with a focus on the rise of the West to world dominance. We will also examine how power has been deployed and contested across a wide range of historical contexts, and how religious, economic and cultural systems have situated people within fields of social and political action. We will use historical methodology as an analytical tool to approach important global frameworks in Asia, Europe, Africa and the Americas. Our goal is to develop a toolkit which will prepare students to approach a wide range of topics in future courses in the humanities and social sciences.

Course Objectives:

1. You will increase your knowledge of events and developments in the world history and the reasons that they occurred.
2. You will explore global/cultural diversity through which you will learn how to critically assess ideas, forces, and values that have created the modern world.
3. You will develop critical thinking, analytical interpretation and more articulate expression of ideas through class discussion and in and out class written communication.
4. You will gain a deeper understanding of the world history through horizontal comparisons among nations and vertical comparisons with nations' own past and present.

Required Reading

1. Andrea, Alfred J. and James H. Overfield. The Human Record: Sources of Global History. 5th edition. Vol. 2. New York: Houghton Mifflin, 2001.
2. Bulliet, Richard, Pamela Crossley, et al. The Earth and Its Peoples. A Global History. Volume II Since 1500. New York: Houghton Mifflin, 2007
3. Articles and essays on Blackboard/Moodle/E-Learning.

Requirements and Grade Breakdowns

1. Participation/Attendance (30%): Attendance and regular participation are required. You must come prepared, intellectually present and alert, and contributing productively in class discussions. Multiple unexcused absences (more than 2) will result in a final grade of F for the course.

2. In-Class Writing in Response to Readings (20%): You will do 2 short in-class writing exercises each week (a paragraph or two), in response to the readings. This requires you to complete the reading assignment in time for classes.

3. Papers (20%): You will write two short papers (2-3 pages), in response to the readings, lectures, and discussions. You will be given topics for the first and the second papers on Friday of the first and third week respectively, and you need to submit your papers on the following Wednesdays.

4. Final Exam (30%): You will take a closed book final exam on the last day of the class.

Grading Policy:

Listed below are the criteria for the various letter grades used in this course:

- A: This is a superior grade and is given to work that has far exceeded the specific requirements of the assignment. Additionally, a student receiving this grade must have shown both insight and initiative in completing the graded task. (A- 90-92; A 93-100)
- B: This is a very good grade and is given to work that has carefully and thoroughly met the specific requirements of the assignment and shows evidence of extra effort. (B- 80-82; B 83-87; B+ 88-89)
- C: This is an average grade and is given to work that has met the specific requirements of the assignment. (C- 70-72; C 73-77; C+ 78-79)
- D: This is a below average grade and is indicative of work not completed. It is given when the specific requirements of an assignment are not met. (D- 60-62; D 63-67; D+ 68-69)
- F: This is a failing grade and is given to work that is wholly an inadequate representation of college level work.
- 0: This is a grade given when an assignment is not turned in. Most work will be assigned some points. Try to avoid not doing your assignments.

Papers and other assignments are due on the date established in class. Missing assignments are recorded as 0 and will adversely impact your final grade. Late work will not be accepted except in extreme cases (such as hospitalization). Documentation of illness is required.

Attendance, Cell Phone, and Laptop Policies

The success of a class is particularly dependent on attendance and the contributions of the participants to discussion. You cannot participate in discussion if you are not present. Thus attendance at every class session is expected. If you need to miss class because of illness or some other emergency, please let the instructor know as far in advance of the class meeting time as possible. Excused absences (as for illness, injury, jury duty, military service or a death in the family) require official documentation on the day you return to class. You should obtain official documentation from a professional (such as a medical provider), not a family member.

Each unexcused absence will result in a lowered final grade for the course. Multiple unexcused absences (more than 2) will result in a final grade of F for the course.

Attendance does not refer merely to physical presence in the classroom, but also to intellectual presence in the class. We will all keep our cell phones off during class. Similarly, laptops are permissible as long as they are being used for a legitimate course-related purpose, such as note-taking or accessing an assigned reading. Improper use of a phone or laptop during class, for instance to text or check email, to play games or engage with social media, is the equivalent of being physically absent. Such violations of class policy will be marked as an unexcused absence and violators may be asked to leave class for the day.

Academic Integrity and Honesty

Within any classroom it is imperative that students and teachers establish a relationship built on mutual respect and trust. Students should be able to rely on the fact that teachers will prepare their classes in earnest, respond fully to their questions, and test them appropriately on subject matter covered in the course and issue grades fairly using established criteria. Teachers should be able to rely on the fact that students will rigorously and honestly perform the tasks assigned to them, ask questions when they don't understand reading or lecture material and comment on any aspect of the course that they feel is not addressing their needs or expectations.

In accordance with stated policy above, I expect that you will adhere to ethical academic practices in the writing and reporting of your work. Plagiarism of any kind will not be tolerated. Specifically, plagiarism can result in an F for the assignment, or an F for the course. If you have some question about whether or not to document a source or piece of reference material please do not hesitate to ask.

A Tentative Schedule

Week 1 (7/2-7/6)

Introduction

Get familiar with the course requirement

Theme 1: The Origins of Peoples and their Identities

Theme 2: Westernization and Modernization, Nationalism.

Theme 3: Christopher Columbus: The source and its problems

Readings: Andrea/Overfield, pp. 1–18

Theme 4: The Maritime Revolution to 1500

Readings: Bulliet, Chapter 14

Week 2 (7/9-7/13)

Theme 5: The Transformation of Europe 1, 1500–1750

Readings: Bulliet, Ch. 15; Andrea/Overfield, pages 95-100, 104–106

Theme 6: The Americas, the Atlantic, and Africa, 1530–1770

Readings: Bulliet, Ch. 16; Andrea/Overfield, pages 124–133.

Theme 7: Revolutionary Changes in the Atlantic World

Readings: Bulliet, Ch. 19, pages 470-474, 476; Andrea/Overfield, 184-194

Week 3(7/16-7/20)

Theme 8: Africa, India, and the New British Empire, 1750-1870

Reading: Bulliet, Chapter 21 ; Andrea/Overfield, pages 330-336

Theme 9: Land Empires during Imperialism, 1800-1870, Reading:

Bulliet, Chapter 22; Andrea/Overfield, pages 319-329 Theme 10:

The New Power Balance, 1850-1900

Reading: Bulliet, Chapter 23; Andrea/Overfield, 275-285

Week 4(7/23-7/27)

Theme 11: The New Imperialism, 1869-1914

Reading: Bulliet, Chapter 24; Andrea/Overfield, 301-304

Themes 12: The Crisis of the Imperial Order, 1900- 1929

Reading: Bulliet, Chapter 25; Andrea/Overfield, 381-384

Themes 13: The Collapse of the Old Order

Reading: Bulliet, Chapter 26; Andrea/Overfield, 389-399

Week 5(7/30-8/3)

Themes 14: Striving for Independence: Africa, India, and Latin America

Reading: Bulliet, Chapter 27; Andrea/Overfield, 448-453

Themes 15: The Cold War and Decolonization

Reading: Bulliet, Chapter 28; Andrea/Overfield, 502-515

Final examination: Last day of the class

*Reference:

World History since 1450, by Prof. J. Parr, Simmons College, and

<http://mtweb.mtsu.edu/rosenmul/WorldCivII.ht>