

**World Civilizations Since 1500**

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I have designed this class to be a comprehensive, introductory "look" at understanding the basic themes, concerns, and problems of world history since 1500. We will be discussing the arrangements, institutional and emotional, which people have erected and lived-through from the "Great Divergence" through the 20<sup>th</sup> Century.

The class is intended to serve the student who desires only a brief yet intensive look into a field of study, which he/she does not intend to pursue, and also the student who requires a comprehensive and thorough introduction to his/her major field of study.

I would like to stress that success in this class is entirely dependent upon the degree to which you choose to take an active interest in the material we will be studying. This is your class, and I hope you will make the most of it.

The general course format of lecture and discussion is designed to encourage you to participate either in class or during the break. I welcome, **at all times**, your comments on the conduct and content of the class. **You may find it to your advantage to tape record the lectures.**

**Website:** [www.madoc4.homestead.com/History.html](http://www.madoc4.homestead.com/History.html)

You will find all of the important class dates and outlines (in Microsoft Word) for the lectures to print out and use as you take notes. You will also find a link(s) to the original PowerPoint files.

**Required Reading:**

JM Roberts, *The New Penguin History of the World*

Joseph Conrad, *Heart of Darkness*

George Orwell, *1984*

**Reading For exams:**

First Exam: Roberts, pages 524-695; Conrad

Second Exam: Roberts, pages 697-1184; Orwell

**Video Materials**

The video material shown during the class constitutes a valuable resource and represents a fourth of the materials you will have (the others are lecture, text and additional readings) to gain a comprehensive knowledge of American History.

**Examinations**

There will be two written examinations. These exams will be essay in format, and are vehicles for you to test your understanding of the core concepts of the course. The questions are not designed as a method of inquisition or as a way of "tricking" you with ambiguous questions.

In the case of absence from the examinations, it is **YOUR** responsibility to supply a reasonable excuse, and set-up an alternative date. I am very flexible about this, but the responsibility for taking examinations at the times indicated is yours. **If you do not complete all of the assigned work for the class the default grade is a D.**

Exams should be typed (single spaced in a 10 or 12pt easily readable type face) and be at least 4 pages in length. **Please consult the student handbook on the subject of plagiarism.**

**Term Paper**

Write a 4-5 page paper on a person, event or idea you find interesting in the course materials. It should be typed (single spaced with 10 or 12pt easily readable type face) **and provide footnotes and a bibliography of source material.** Please use both the Library and the Internet as research tools. The paper can be submitted at any time during the class. **Please consult the student handbook on the subject of plagiarism.**

**Important Dates**

Holiday(s):

Spring Break:

Research Day:

Exam Questions:

First Exam Due:

Second Exam Due:

Term Paper Due:

**Final Class Grade**

The final class grade is not the result of a point system or a curve. It results from your work taken as a whole and judged cumulatively and as a progression. Key indicators of performance are consistency and/or improvement in your work. Your participation in-class will also be a significant measure of your final grade.

**Computers in the Classroom**

Computers are allowed only to take notes. **Any other use will result in your being unable to use the computer in the classroom.**

**Sending Work in an email**

Emailed work will **only** be accepted with prior approval and **must be** formatted in Microsoft Word.

**Attendance, Dropping the class and Incompletes**

While I realize that it is not always possible for you to attend every class, there must still be a minimum attendance requirement. If you were to miss more than three of the class lectures you would lose sight of the narrative themes of the class and would not perform well on the examinations. Therefore, anyone with more than three absences should consider dropping the class unless there are compelling reasons to do otherwise.

If you should decide the class is not for you, **be sure you fill out and submit the necessary drop form. If you don't, you will end up with an F grade in the class.** Students may also be dropped from the class for non-attendance.

**Students must initiate all requests for an Incomplete.** It is your responsibility to fill out and submit the necessary forms for my signature after conferring with me about being given an incomplete for the class.

**Safety and Civility**

Your courtesy toward your fellow students during the conduct of the class is something I assume as a basic qualification to remain in the class. **Please turn off any pagers or cell phones unless you are part of an emergency response team. Any other use of cell phones during class may result in immediate expulsion from the class.**

**Tutorial and Learning Skills Assistance**

At one time or another, all of us have experienced the need to seek outside help with some aspect of our educational skills, or our work generally. FLC and EDC provide a broad range of support services through trained counselors and tutors. Please do not hesitate to seek them out if you feel you might need to improve your verbal, written, or comprehension skills.

**Reading and Writing Center: FLC2-239**

**English Center: EDC C-213**

**Extra Credit**

Take a tour of the Library or complete a class at the Reading and Writing Center (FLC) or English Center (EDC). Submit written documentation of completion.

**Learning Outcomes**

Upon completion of this course, the student will be able to:

- \* develop and acquire information literacy competency skills necessary to conduct basic research of historical documents, publications, and references.
- \* compose historical writing assignments reflecting written expression competency at the college composition level.
- \* critically analyze the chronology of events that make up our world’s past to understand change and/or continuity and cause and/or effect in history.
- \* embody historical empathy by judging the past on its own terms and use that knowledge to understand present day issues, problems, and decision making.
- \* demonstrate historical inquiry by critically analyzing historical data to determine the roles, contributions, sacrifices, and experiences of the social and ethnic groups who have been significant in the development of the world in this period.
- \* understand and explain the relationships of continuity and cause and/or effect of the Columbian exchange.
- \* understand and explain the relationship between the "Great Divergence" and the rise of the world trading systems and the emergence of a new politics from Europe to Asia.



**Course Outline**

*One thought ever at the fore  
 That in the Divine Ship, breasting time and space  
 All peoples of the globe together sail, sail the same voyage  
 And are bound to the same destination*  
 Walt Whitman

- "What Am I Doing Here Anyway": An Introduction to the Course
- Historical Study and Scholarship: "The Past Never Goes Away"
- Basic Themes: Accumulation and Collision

**Part One: The Great Divergence**

Civilizations in "Balance": China, Islam and Europe  
 The Black Cloister  
 Portugese and Spanish

**Part Two: Worldly Goods**

Dutch and English  
 Revolution and Romanticism

Nation States and Colonialism (Conrad: *Heart of Darkness*)  
Premonition: The Boxer Rebellion and The Boer War

**Part Three: Unintended Consequences**

The "Lost Generation" and "War Without End"  
The Long War: Hitler and Stalin  
The Commanding Heights (Orwell, 1984)

**Suggested Reading:**

*The Hammond Atlas of World History* (Current Edition)  
Robert Cowley, ed., *What If?*  
Marcia Colish, *Medieval Foundations of the Western Intellectual Tradition 400-1400*  
Norman Davies, *The Isles*  
William McNeill, *The Rise of the West; The Pursuit of Power; Plagues and Peoples*  
Norman Cohn, *The Pursuit of the Millennium; Cosmos, Chaos and the World To Come*  
Isaiah Berlin, *Russian Thinkers; Karl Marx; The Roots of Romanticism; The Magus of the North; Against The Current; The Crooked Timber of Humanity; ed., Age of Enlightenment*  
JM Roberts, *A History of Europe*  
Keith Thomas, *Man and the Natural World*  
Peter Hall, *Cities In Civilization*  
Jacques Barzun, *From Dawn To Decadence, 1500 To The Present*  
David Gress, *From Plato To NATO*  
Peter Bernstein, *Against The Gods, The Remarkable Story of Risk*  
David Landes, *The Wealth And Poverty of Nations*  
Robert Marshall, *Storm From The East*  
JAG Roberts, *A Concise History of China*  
FW Mote, *Imperial China 900-1800*  
Kenneth Pomeranz, *The Great Divergence*  
Fernand Braudel, *Civilization and Capitalism, 15-18<sup>th</sup> Centuries* (Three Volumes)  
Peter Padfield, *Maritime Supremacy and the Opening of the Western Mind*  
Lisa Jardine, *Ingenious Pursuits; Worldly Goods*  
Simon Schama, *The Embarrassment of Riches; Citizens, A Chronicle of the French Revolution; Landscapes and Memory*  
Pomerantz and Topik, *The World That Trade Created*  
Jerry Muller, *The Mind and the Market*  
Francois Furet, *The French Revolution 1770-1814*  
Martin Malia, *Russia Under Western Eyes; The Soviet Tragedy*  
Paul Johnson, *The Birth of the Modern, World Society 1815-1830; Modern Times, From the Twenties to the Nineties*

Niall Ferguson, *Empire*  
John Norwich, *A Short History of Byzantium*  
Jason Goodwin, *Lords of the Horizons, A History of the Ottoman Empire*  
Bernard Lewis, *The Arabs In History; The Middle East; The Multiple Identities of the Middle East; A Middle East Mosaic*  
Albert Hourani, *A History of the Arab Peoples*  
Fouad Ajami, *The Dream Palace of the Arabs*  
Howard and Louis, eds., *The Oxford History of the Twentieth Century*  
Philip Bobbitt, *The Shield of Achilles*  
John Keegan, *The First World War; The Second World War; A History of Warfare*  
Gerhard Weinberg, *A World At Arms*  
John Lukacs, *1945 Year Zero; Five Days in London May 1940; The Hitler of History*  
Alan Bullock, *Hitler and Stalin, Parallel Lives*  
Yergin and Stanislaw, *The Commanding Heights*  
Robert Skidelsky, *The Road From Serfdom*  
Courtois, et. al., *The Black Book of Communism*

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\*\* Frederick Crews, *The Random House Handbook*  
Kate Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations* (6<sup>th</sup> Edition)  
*The Chicago Manual of Style* (14<sup>th</sup> Edition)  
R. W. Burchfield, ed., *The New Fowler's Modern English Usage* (3<sup>rd</sup> Edition)  
The New York Public Library, *Writer's Guide to Style and Usage*  
The New York Public Library, *Desk Reference* (2<sup>nd</sup> Ed.)  
Bernard Bailyn, *On The Teaching and Writing of History*

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