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# History 105

## Survey of Global History

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This syllabus is correct as of the time of its posting. I appreciate your patience this semester as we will likely have to make adjustments to respond to the pandemic and university guidance. We will ride this rollercoaster together.

### Course Overview

This course surveys the interactions between the civilizations of Asia, Africa, Europe, and the Americas since 1300, with attention to cultural comparisons over time, and to the impacts of global inter-dependence upon ecosystems and economies, cultures, and geopolitics. Themes include: religions, the rise of land and sea empires, epidemic diseases, race and gender relations, revolutionary ideologies, labor and social relations, colonialism, global production and consumer markets, people and the environment, and science, technology, and culture.

### Required Textbook

Felipe Fernández-Armesto, *The World: A History*, Volume 2 Since 1300. Third Edition, Pearson, 2016. See links on Brightspace for purchase/rental options.

### Approach

Covid-19 has forced us to rethink our courses. These are my top priorities and aims to promote the twin goals of your learning and your safety and well-being:

#### ■ Health, Safety, and Well-Being

- To exceed university social-distancing and de-densification guidelines, this class is being divided into groups of 30 for in-person meetings.
- Wear a mask in class. Stay home when you are sick. Comply with university self-quarantine and self-isolation guidance. I will also.
- If you are sick or have to quarantine, we will work together with the academic case managers to keep you on track academically.

#### ■ Weekly Consistency

This fall will be logistically confusing. (Online or in-person? What days am I supposed to be in class?) To provide consistency and help you develop a routine, the schedule for this course will be the same each week: In the course of the week, each group of 30 will be doing one of these activities: (*Find your group's weekly schedule on Brightspace.*)

- One large group in-class session (\*\*face-to-face)
- One small group discussion (virtual)
- One individual online day

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Fall 2020  
Purdue University

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### Announcements

Announcements will be posted in Brightspace. Time-sensitive announcements will also be emailed. **Check both regularly and always before class** If I need to cancel or modify class, I will email you.

### How do I contact you?

- Email me at [fleetham@purdue.edu](mailto:fleetham@purdue.edu)
- Come to my virtual student hours on WebEx. (*More Information in Brightspace*)

### Frequently Asked Questions

The first place to look if you have general questions is the Course FAQ page. You can find it on Brightspace in the Help Menu (which is along the top of the page). If your question is not addressed there, post a question in the General Discussion Board.

### Protect Purdue

Follow the Protect Purdue Pledge. To protect yourself and others, always wear your face coverings during in-person sessions. No eating or drinking allowed in class.

### Attendance/Participation Policy

Your active participation in this course is expected. Participation is gauged by completion of course assignments. If you are healthy, you are encouraged to attend your large group in person session each week. But, per the Protect Purdue Pledge, you are required to stay home if you feel sick (and contact the Protect Purdue Health Center (496-INFO) or if you have instructions to

## ■ Active Learning

The academic goal of this course is to introduce you to the history of the global world. This course uses an active learning model. This means I won't be lecturing; instead, we will work through the content through various activities (individually and in groups). You will have weekly small assignments rather than a few major assignments. Why this model?

- To promote interaction with instructor and other students (see below)
- To provide flexibility (for illness, quarantine, isolation, or campus shutdown)
- To keep you engaged in learning and to help avoid procrastination.

## ■ Interaction

Because of social distancing, you (especially the first-year students) have less opportunity than normal for social and academic interaction with each other. These are ways I've tried to give this large lecture course a smaller course feel:

- **\*\*Face-to-face sessions with 30 people**
- Small group (5-6 people) virtual discussion groups
- Virtual student hours (drop-in times where I'll be available on WebCT)
- Discussion Board on Brightspace where you can ask questions
- Email response within 24 hours weekdays.

## ■ Generosity and Patience

This semester will be a challenge and may often seem surreal. My aim is to be humane in an inhospitable environment. My job is to teach you history. But my concern is for you as people living through an often perplexing and overwhelming time. Things will occasionally go wrong. The technology won't always work right. We will have to adapt as university guidelines evolve. We all will have moments where we'll feel overwhelmed. But if we treat each other with generosity and patience, we can persevere together.

## Weekly Schedule

The course is structured into weekly units on Brightspace. You can expect to spend **5-6 hours** on this class per week. Each week (except the first and the last) will have this schedule. A Unit Overview posted for each weekly unit in Brightspace will provide details for that week.

- Day 1: Large Group Face-to-Face (groups of 30)
  - **\*\*In-person in WALC 1087**
  - Your group will meet on the same day each week (Group 1 – Monday; Group 2 – Wednesday; Group 3 – Friday). Find your day on your schedule in My Purdue.
  - More details about what to expect in your in-person session on Brightspace
  - **\*\*Note: In the event that the university moves in-person instruction online, my current plan is to meet via WebEx. You will be able to find links and information in Brightspace.**
- Day 2: Small Group Virtual Discussion (2<sup>nd</sup> day)
  - Your small group will be the next class period after your large group meeting. (Group 1 – Wednesday, Group 2 – Friday, Group 3 – Monday)
  - More instructions (on day, group, how to link to discussion) are on Brightspace.
  - Small groups will meet for the first time in Week 2
- Day 3: Work on your own. (No in-person or virtual meeting during scheduled class time)

quarantine or isolate. If you have to isolate or quarantine, you should work with your academic case manager ([acmq@purdue.edu](mailto:acmq@purdue.edu)) and continue to participate remotely in this course. **Large group sessions will be recorded in Boilercast and made available on Brightspace. All activities and assignments are available on Brightspace.**

## Late Assignment Policy

As an active learning class, your participation in course activities is essential for your success in this course. Because the course is divided into weekly units, assignments in this course have weekly deadlines. The purpose of deadlines is to maintain your consistent involvement in the course and to limit procrastination. Because of the importance of regular participation, late assignments will not be accepted, except by permission of the instructor. Exceptions will be made on a case-by-case basis.

I realize, however, that this semester poses unique challenges. As a result:

- All assignments for this course are low stakes assignments. Each single assignment is a small percentage of your total grade.
- All assignments are available online and do not require face-to-face contact.
- Your two lowest quiz grades and your lowest essay grade will be dropped. See **Assignment** handout in Brightspace for more details.
- If you have to quarantine or isolate, I will work with your academic case manager to make necessary adjustments.
- I will be proactive in seeking out students who have not been participating (missing assignments, not logging into Brightspace) to intervene you before you fall too far behind and will work with the Office of the Dean of Students as a resource.
- Be proactive. If you have encounter problems, please contact me so that we can find a solution.

Each week will include the following activities:

- Reading (30-50 pages per week)
- \*Documentary Video (varying lengths) \*most weeks
- A Quiz (description below)
- An individual written assignment (description below)
- A group discussion assignment (description below)

## Course Requirements

This course has no proctored or cumulative exams. It replaces them with three types of weekly assignments as detailed below. In addition, you will have a final essay, due during exam week. See the **Assignments** handout in Brightspace for more detailed information.

- **Quizzes (30%)** - Each unit has a quiz over the textbook assignment.
- **Individual Written Assignment (30%)** - You will have a weekly, short, written assignment (500 - 600 words). Guidelines and questions will be posted in Brightspace.
- **Group Discussion Assignment (30%)** - Your group will have questions to complete during your small group discussions. Guidelines and questions will be posted in Brightspace.
- **Final Essay (10%)** - Guidelines will be posted on Brightspace. You will be given a choice of topics in November. Replaces a final exam and is due during the schedule exam period (TBA).

## Course Schedule

*Below is overview of the course. A detailed schedule for each weekly module will be posted in the Unit Overview in Brightspace. The Unit Overview will have the most up-to-date information. Each Brightspace unit will include links to videos, PDFs of primary source readings, and all assignments.*

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Week 1: August 24 - **Course Introduction and Historical Background**

Video: The World at the First Millennium (recommended)  
The Mongols (13<sup>th</sup> Century) (required)

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Week 2: August 31 - **The Black Death and the Little Ice Age (14<sup>th</sup> Century)**

Textbook: Chapter 13  
Primary Sources: Views of the Plague (on Brightspace)

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Week 3: September 7 - **Empires of Land and Sea (14<sup>th</sup>-16<sup>th</sup> Centuries)**

Textbook: Chapter 14  
Video: Imperial Arenas (15<sup>th</sup>-16<sup>th</sup> Centuries)

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Week 4: September 14 - **Exchange (15<sup>th</sup>-17<sup>th</sup> Centuries)**

Textbook: Chapter 15.3, 16 (all), 19.4  
Primary Sources: Coffee and Tobacco (on Brightspace)

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## Academic Honesty

Academic dishonesty (cheating, plagiarism, hiring another to do your work, etc.) is unacceptable and will not be tolerated in this course. The penalty for academic dishonesty will be failure for the course and a forwarding of the case to the Dean of Students office for university review.

Plagiarism is the un-credited use of another's words or ideas. Examples include failure to put quotation marks around direct citations; paraphrasing material without citing the source; cutting and pasting from web sites and other sources; and turning in someone else's work as your own. See university Academic Integrity policy on Brightspace.

Course material presented in this class including your notes are considered copyrighted material. You may not sell or provide them to a commercial site. In-class sessions will be available through Boilercast but you are allowed to record sessions yourselves. See Section J of the Student Conduct code ([link on Brightspace.](#))

## Contingency Disclosure

In the event of a major campus emergency (such as a natural disaster, pandemic, etc.) the requirements, deadlines, and grading policies/percentages as detailed in this syllabus are subject to changes that may be required by an officially revised semester calendar. Any such changes in this course will be posted, once the course resumes, on the course site on Brightspace or can be obtained by contacting the instructor.

## University Information

You can find up-to-date information and links to university policies and resources in the following named folders on Brightspace. Feel free to contact me, the Office of the Dean of Students, or your advisor with questions about any of these resources:

Week 5: September 21 - **Religion and Science (16<sup>th</sup> and 17<sup>th</sup> Centuries)**

Textbook: Chapter 17

Primary Sources: Christianity as a Global Religion (on Brightspace)

Video: The Kingdom of the Kongo

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Week 6: September 28 – **New and Renewed Empires (17<sup>th</sup> and 18<sup>th</sup> Centuries)**

Textbook: Chapter 18.4-18.7, 20-20.3

Video: Ottoman, Japan, or China

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Week 7: October 5 - **The Atlantic World and the Slave Trade (17<sup>th</sup>-19<sup>th</sup>)**

Textbook: Chapter 18.8-18.9, 20.4

Primary Sources: Slavery (Brightspace)

Video: Africa and the Slave Trade

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Week 8: October 12 - **Demographic Growth and Revolution (18<sup>th</sup>-19<sup>th</sup>)**

Textbook: Chapter 19-19.3,21.6

Primary Sources: Revolution for whom? (Brightspace)

Video: Revolutions

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Week 9: October 19 - **Industrial Revolution and Society (18<sup>th</sup>-20<sup>th</sup>)**

Textbook: Chapters 22, 23

Video: The Cult of Progress

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Week 10: October 26 – **The New Imperialism (19<sup>th</sup>-20<sup>th</sup>)**

Textbook: Chapter 18.8-18.9, 20.4

Primary Sources: The Asian Response

Video: Imperialism

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Week 11: November 2 - **World War I and Interwar (20<sup>th</sup> Century)**

Textbook: Chapter 26.1-2, 27

Video: Killing Fields

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Week 12: November 9 - **World War II (20<sup>th</sup> Century)**

Textbook: Chapter 28 – 28.2

Video: Total War and Civilians

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Week 13: November 16 - **Cold War and Decolonization (20<sup>th</sup> Century)**

Textbook: Chapter 28.3, 29

Video: Freedom Now

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THANKSGIVING

*On-campus sessions end*

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Week 14: November – **Post-Cold War (20<sup>th</sup>-21st centuries)**

Textbook: Chapter 30, 31

Video: Options in Brightspace

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Final Exam Week: Final Essay Due (Due Date: TBA)

## Student Help and Success

The University provides services and resources to students, links to which you can find in Student Help and Success: counselling and psychological services registrar, financial aid, academic advising, veterans success center, employment, and career services.

## Accessibility Information

For information on disability resources and accessibility, see the enclosed link to the Disability Resource Center.

## University Policies

Includes grief absences, academic integrity, nondiscrimination, student conduct code emergency preparedness, violent behavior, and freedom of expression. Links to resources are also provided.

## Learning Outcomes

- Have an introductory knowledge of global societies and interactions among them
- Distinguish between secondary and primary sources and be able to understand and critically read both types of sources.
- Synthesize information and arguments from both types of sources.
- Discuss historical questions about the global world
- Engage in historical analysis with the use of primary and secondary sources.
- Write short analytical essays in fluid English prose with thesis statements, clear organization, and appeals to evidence.

## Grading Scale

94-100	= A
90-93	= A-
87-89	= B+
83-86	= B
80-82	= B-
77-79	= C+
73-76	= C
70-73	= C-
67-69	= D+
63-66	= D
60-62	= D-
0-59	= F