

# History 105-2

## Survey of Global History

### Fall 2009

**Instructor:** J. David Schlosser

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**Office Hours:** Tuesdays and Thursdays 4:30-5:30 and by appointment

**Office Phone:** 496-7475

#### **Main Lecture:**

University 217

Tuesdays 6:00-8:50

#### **Required Reading:**

Strayer, Robert. Ways of the World: vol. 2 Bedford: St. Martin's, 2008.

Meridians: Sources in World History Mark Kishlansky et al eds. Pearson Custom Printing, 2009

#### **Course Description:**

The purpose of this class is to learn how to historically analyze the past with particular reference to global interactions in the modern world. Students will thus investigate how different societies, cultures, economies, and political forces interacted in the last several centuries. This will be done through examining these phenomena from around the world. However, due to the comprehensive nature of this course, all areas will suffer in treatment at some point or other. This course is meant to both enhance the student's general intellectual growth as well as foster a particular ability to think historically. An investigation of the global past allows students to understand the foundations of the contemporary world as well as the ways modern historians view the past.

#### **Course Objectives**

During class times, you will be presented with a narrative of world history from the thirteenth through the fifteenth centuries and its place in contemporary societies.

Outside of class you will read assigned sections of a variety of primary sources from the period as well as a textbook to help guide the course's narrative. These first readings will develop the ability to analyze primary source material. These primary source readings should allow the student to analyze what the sources say, what they intend to say, and how they may have been received. Thus, by the end of the semester, you will be able interpret primary sources. The text book is meant to help the student grasp the essential points of the global narrative.

You, the student, will be responsible for the following tasks:

#### **I. Daily Attendance and Participation -- 20% of final grade**

The attendance policy for this class is as follows. Attendance will *not* be taken on a daily basis. That being said, you are responsible for content covered in class. Additionally, in a class size not exceeding 30 students, repeated absences are easily noticed. Thus, even

though your grade will not be directly affected by absences, performance on unannounced pop quizzes and exams will indicate your presence and engagement in the class. Your lowest three quiz scores will be dropped. These quizzes will count for 10% of your final grade.

If a student misses a quiz, it may be made up only in the case of an excused absence such as a doctor's appointment, funeral and the like. An absence will be excused with presentation of verifying documents e.g. a doctor's note. A midterm exam missed for an excused absence may be made up by appointment.

Students will also be responsible to pick one (or one set) of primary readings and present this material to the class. Presentations should not only include a summary of the reading's content, but also the student's interpretation of the source as well as how the source material fits into the larger themes of the course. These presentations will count for the remaining 10% of the participation grade.

## **II. Essays -- 40% of final grade**

Two (2) short papers of three to four (3-4) pages each. These assignments allow the student opportunities to demonstrate analytical thinking on three levels. The first, and most basic level such writings assignments allow for the student to show their writings skills (vocabulary, grammar, style etc.) The second and third opportunities these assignments afford are first to demonstrate the ability to craft an argument, and lastly, how to do so in the specific context of historical thought. A late paper will be docked a letter grade for every two business days it is late. Each Essay will count for 20% of the final grade

## **III. Examinations 40% of final grade**

Exams will consist of a midterm and a final. These exams will be broken into three sections, first a section of identification terms and secondly an essay and finally a map portion. Each of these exams will be worth 20% of the final grade. The final will NOT be cumulative.

Please feel free to stop by my office hours, or make an appointment if you are unavailable at those times should you have any questions, conflicts, or concerns at all.

## **IV. Grading and Distribution:**

DAILY attendance and participation:	20%
Essay One:	20%
Midterm:	20%
Essay Two:	20%
Final Exam:	20%

A+:	(97-100%)
A:	(94-96%)
A-:	(90-93%)
B+:	(87-89%)
B:	(84-86%)
B-:	(80-83%)
C+:	(77-79%)
C:	(74-76%)
C-:	(70-73%)
D+:	(67-69%)
D:	(64-66%)
D-:	(60-63%)
F:	(0-59%)

## **V. Evaluations**

The following pertains to Purdue's recent change to an online evaluative process: "During the last two weeks of the semester, you will be provided an opportunity to evaluate this course and your instructor(s). To this end, Purdue has transitioned to online course evaluations. On Monday of the fifteenth week of classes, you will receive an official email from evaluation administrators with a link to the online evaluation site. You will have two weeks to complete this evaluation. Your participation in this evaluation is an integral part of this course. Your feedback is vital to improving education at Purdue University. I strongly urge you to participate in the evaluation system."

## **VI. Accommodation and Disability**

I am happy to work with students who have disabilities and/or need accommodation. It is the student's responsibility, however, to first contact the appropriate institutional officers. These channels may be found by contacting: Adaptive Programs, Purdue University, Young Hall, Room 830, 302 Wood Street, West Lafayette, IN 47907, (765)-494-1247 V/TTY, (765)-496-3759 Be sure to fill out and submit the following form to Adaptive Programs, which you can locate at:

<http://www.purdue.edu/odos/adpro/Electronic%20dirf.doc>

## **VII 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. Notification of such changes will be available through in class announcements, course website postings, and by contacting the instructor directly via email or phone.

## **VIII. University Policies**

**EQUALITY STATEMENT:** The Affirmative Action Office works with the Purdue University community in implementing and upholding policies and practices that are consistent with federal and state mandates as well as existing University policies

regarding equal access, equal employment and educational opportunity for all persons, without regard to race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or veteran status. Purdue University does not condone and will not tolerate discrimination against any individual on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a disabled or Vietnam-era veteran.

**SEXUAL HARASSMENT:** Sexual harassment is defined in Purdue University's *Executive Memorandum C-33*:

"Sexual harassment is any unwelcome sexual advance, request for sexual favors, or other written, verbal, or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in a University activity;
2. submission to, or rejection of, such conduct by an individual is used as the basis for, or a factor in, decisions affecting that individual's employment, education, or participation in a University activity or;
3. such conduct has the purpose or effect of unreasonably interfering with an individual's employment or academic performance or creating an intimidating, offensive, or hostile environment for that individual's employment, education, or participation in a University activity."

Sexual harassment by or toward a member of the University community is prohibited. If you have any questions or concerns about this definition, or experience any unwelcome behavior that seems to fit this description, please contact me, another faculty member, or the Sexual Harassment Advisors' Network: [network@sla.purdue.edu](mailto:network@sla.purdue.edu)

**ACADEMIC MISCONDUCT:** Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [[University Regulations, Part 5, Section III, B, 2, a](#)] Furthermore, the University Senate has stipulated "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]. The University's guideline for penalizing academic misconduct recommends giving a grade of "F" for a plagiarized assignment. Plagiarists and cheaters will automatically fail the course and will be immediately reported to the Office of the Dean of Students. If you are worried about committing plagiarism unknowingly, please come and speak with me.

For more on what constitutes academic integrity, please see the following site:

<http://www.purdue.edu/ODOS/administration/integrity.htm>

## **IX. Course Calendar**

Week 1 Introduction: What is History? What is Globalism?

### **Week 2 The Central Middle Ages and Cultural Interactions**

Secondary Readings: Rosenwein?

Primary Readings: Anna Commena “The First Crusade Reaches Byzantium”  
Usama Ibn Munquibd “An Arab account of the Crusades”

**Presentations:** “Cathar Gospel”

Week 3 Mongols, Trade, and Plague

Secondary Readings: Text Ch 13

Primary Readings Rashid al-Din “Mongol Government”

William of Rubruck: “Mission to the Great Khan”

**Presentations:** Li Jing “Barbarians in the Empire

Ma Huan “Voyages of a Ming Eunuch” and Yang Lian “The Treachery of Eunuchs”

Bernard Gui “The Waldensian Heretics”

Week 4 Empires and Encounters

Secondary Readings: Text Ch. 14

Primary Readings Ibn Battuta “A Travellers account of the Delhi Sultanate”

Alvise de Cadamosto “A Venetian Describes The Portugese West African Trade”

**Presentations:** Hernan Cortez: “The Second Letter: A Conquistador describes the Capital of Mexico

Amerigo Vespucci “A Florentine Explorer Discovers a new continent”

Matteo Ricci “Trying to Change China” and Yao Wenxi “Eyewitness to Dynastic Change”

Week 5 Global Commerce: Silver and Slaves

Primary Sources: Text Ch 15

Secondary Sources: Samuel Ajayi Crowther “Letter to Rev. William Jowett”

Valentin “The Closing of Japan”

**Presentations:** Arcarete du Biscay, Potosi “ A Mining Town in the Seventeenth Century”

The Asiento: Monopoly of Slave Trade in the Americas” and Alexander Humbolt “The state of the Mines of New Spain”

Week 6 Global Cultures

Secondary Sources: Text Ch 16

Primary Sources: Galileo Galilei “Science and Scripture”

“Japanese Warnings against Christianity” and “Denial of Faith”

**Presentations:** Adam Smith “The Fruits of the Division of Labor”

James I “The Divine Right of Kings” and Margaret Cavendish “Letter Critiquing Women’s Lack of Power within the Family and the State”

Juan Gines de Sepulveda “Just War” and Sor Juana Inez de la Cruz “The Answer”

Week 7 Revolutions: Political and Ideological

Secondary Sources: Text Ch. 17

Primary Sources: “Declaration of the Rights of Man”

Marx and Engels “All that is Solid Melts into Air”

**Presentations:** Thomas Paine “Common Sense”

Hildago y Corsyilla “El Grito de Dolores”, Bolivar, “The Jamaican Letter”, and Dom Pedro I “The Declaration of Brazillian Independence”

Brautz Mayer “The Festival of the Virgin of Guadalupe in Nineteenth Cenutry Mexico” and Caroline Norton “A Letter to the Queen on Lord Chancellor Cranworth’s Marriage and Divorce Bill”

Week 8: Revolutions: Technological

Secondary Sources Text Ch 18

Primary Sources: Thomas Carlyle “The Making of Money”

**Presentations:** Carl Sartorius “Mining in Mexico in 1850”

Mary Shelly “The Monster meets his Maker”

Thomas Malthus, “The Iron Law of Population Growth”

Week 9 Midterm

Week 10 Crises of Modernity and Global Identities

Secondary Sources: Text Ch 19

Primary Sources: Jamal al-Din al-Afghani “The Islamic Response to Modernity”

China’s Opium Debates: 1836 and 1862

**Presentations:** Yukichi “Fukuzawa in the United States” and “The Meiji Constitution and the Japanese Emperor”

“The Imperial Rescript on Education” and Ito Noe, “Rebel Women of Japan”

Francis Bond Head “Ganchos in the Rio de la Plata”

Week 11 Colonialism

Primary Sources Text Ch. 20

Secondary Sources “Sati Regulations XVII A.D. 1829” and The Petition of the Hindus Against the Abolition of Sati”

Al-Jaharti “The French Occupation of Egypt”, Hilmi II “The British in Egypt” and The General Acts of the Conference of Berlin”  
**Presentations:** Butler, “The Interest of African Natives during the Boer War”  
Lugard, “Methods of Native Administration, Political Officers and Native Rulers”  
Voices from the Taiping Heavenly Kingdom

Week 12 WWI and its effects

Secondary Sources Text Ch 21

Primary Sources: Woodrow Wilson, “The Fourteen Points”  
“Pancho” Villa, “The Execution of William Benton”

**Presentations:** Freud, “Civilization and Love” and Hitler “Mein Kampf”  
Shawkat, “Romantic Arab Nationalism” and Organization for African Unity “OAU Charter”  
Pu, Yi “The Last Emperor and the Eunuchs” and “Reporting the Revolution of 1911”

Week 13 Communism and WWII

Secondary Sources: Text ch. 22

Primary Sources: “The Marshall Plan” and Arent, “Eichmann in Jerusalem”  
Lenin, “Making a Revolution”

**Presentations:** Zapata, “The Plan of Ayala”, Evan Peron, “The Day of Destiny” and Gertulio Vargas “Suicide Note”  
Minora, “Diary of a Human Torpedo”, and Orguru, “Letters from Hiroshima”  
Mao Zedong, “On the Atomic Bomb” and “Quotations from Mao’s Little Red Book”

Week 14 The Cold War and post-Colonialism

Secondary Sources: Text Ch. 23

Primary Sources: Fidel Castro: “The Cuban Revolution”  
Ronald Reagan “The Evil Empire Speech”

**Presentations:** Mohandas Gandhi “The Condition of India”  
The Sandista National Liberation Front  
Lamumba, *Congo My Country* (Excerpt)

Week 15 Globalization of ideas

Week 16 Final Exam TBA