This class will examine the history of the world during the past 250 years, concentrating on the rise and fall of European world dominance, and on the development of the major political ideologies that have affected historical change.

**Goals of the course.** This course satisfies the historical perspectives, global perspectives, and arts and humanities requirements of the general education program. It also satisfies the first (“Winthrop graduates think critically and solve problems”), third (“Winthrop graduates understand the interconnected nature of the world and the time in which they live”), and fourth (“Winthrop graduates communicate effectively”) university-level competencies. By its very nature, this course participates in the Global Learning Initiative. This course also satisfies a core requirement for both history majors and minors (two courses out of HIST 111, 112, 113). For that reason, students will satisfy the following goals for student learning outcomes of the history department’s B.A. degrees: the second (“History majors are personally and socially responsible. They demonstrate understanding of ethical dimensions of historical moments, processes, and developments.”), and the fourth (“History majors communicate effectively core themes, ideas, and subject matter, in both written and oral form”).

**Student outcomes.** In order to satisfy these complex goals, the course will have the following student learning outcomes:

**Department goals:**
Student Learning Outcome 2: History majors are personally and socially responsible. They demonstrate understanding of ethical dimensions of historical moments, processes, and developments.

Student Learning Outcome 4: History majors communicate effectively core themes, ideas, and subject matter, in both written and oral form.

**University-level competencies:**
1) Winthrop graduates think critically and solve problems.
3) Winthrop graduates understand the interconnected nature of the world and the time in which they live.
4) Winthrop graduates communicate effectively.

Students in this course are expected to achieve the following learning objectives related to the historical perspective component:

- Read, write and speak standard English on historical topics
- Critically read significant primary and/or secondary sources on historical questions. Students should be able to understand their reading, as well as spoken and non-verbal messages.
- Understand and practice rhetorical techniques and styles by speaking and writing on historical subjects. Speaking might include formal oral presentations, informal class discussion or small group discussions, or peer review. The writing component should include demonstrated writing competencies appropriate to the level of the course. This should be demonstrated through a number of evaluated writing assignments.
- Identify sound and unsound historical reasoning
- Demonstrate knowledge of diverse cultural, aesthetic, and/or intellectual viewpoints and milieus.
- Demonstrate ability to “think historically,” i.e., they appreciate both the differences and the relationships between past and present and how past eras differ from one another.
- Demonstrate an understanding of how historical change occurs and what causes it.
- Articulate a philosophy of history or be able to use the “tools” of historiographical study and research.
- Demonstrate knowledge of significant information specific to the topic, time period, or culture addressed.
- Analyze, synthesize, and critically evaluate “difference” and the value of diversity. Put in its most fundamental expression, students should be aware of and resist the easy temptation to equate “different” with “inferior” or “wrong”.
- Demonstrate an appreciation of universal themes or “human constants” across historical periods; e.g., basic needs, gender relations, poverty, wealth, property relations, political movements, aesthetic values, and religious experience.
- Demonstrate awareness of interrelationships that foster change among societies, regions, nations, and cultures.
- Identify the root causes of historical change or conflict and articulate methods of conflict resolution.
- Demonstrate recognition of historical causes for present realities.
- Demonstrate awareness of the impermanence of present circumstances and the inevitability of change in future realities.
- Demonstrate knowledge of how artistic forms and expressions have changed over time periods, cultures, and disciplines.
- Demonstrate understanding of the relationships among various art forms within their socio-historical contexts.
- Critically evaluate the connections between the arts and society.

and the following learning objectives related to the global perspective component:

1. To expose students to multiple perspectives such as the influences of economic, historical, political, social, and cultural forces in the development and functioning of the world
2. To study the effects of such forces on particular countries, cultures, and geographic regions
3. To apply critical thinking and analytical skills
4. To recognize human diversity (both past and present).

and the following learning objectives related to the humanities and arts perspective component:

1. Demonstrate knowledge of and appreciation for diverse intellectual and/or cultural viewpoints.
2. Critically evaluate diverse intellectual and/or cultural viewpoints.
6. Demonstrate knowledge of the history of the arts.
7. Demonstrate understanding of the relationships among various art forms within their sociohistorical contexts.
8. Demonstrate knowledge of and appreciation for diverse values and beliefs.
9. Critically evaluate those values and beliefs.
10. Examine their own values and beliefs.
11. Critically evaluate material in a variety of formats (e.g., written, aural, visual, etc.).
12. Gather information and to develop and effectively communicate ideas in Standard English.

In addition, in compliance with general education requirements, this course requires written work amounting to between 2,000 and 2,500 words.

Course materials. You are required to read the following books for this course: they are available for sale at the bookstore; you must complete each week’s reading **BY** the date indicated on the syllabus.

Achebe, *Things Fall Apart*
Gao, *Born Red*

Measuring student outcomes. The primary method of measuring student learning and competency outcomes will be in-class essay exams, specifically an essay midterm and a final (both of which will also have a short multiple choice sections on the readings and maps). About a week before each exam, students will receive study sheets containing potential identification and essay questions from those on the exam itself will be drawn. Student essay responses will be critically reasoned, well-organized arguments using evidence from the course materials, most importantly the lectures. The essay midterm will be worth 15 percent of the final grade, and the final examination (which will include two essays), 30 percent. Three such well-written essays should together run between 2,000 and 2,500 words.

Because these examinations account for most the grade, and because the most important source of the evidence necessary to construct essay responses to examination questions will come from lectures, students must attend all class sessions. The instructor will take roll regularly. Students are permitted three unexcused absences without penalty; every unexcused absence more than that will result in points being subtracted from your grade. For an excuse to be valid, it must state that the student could not attend class. For example, if the student obtains a blue note from Crawford, the
student should ask for a written notation that the student was in fact too ill to attend class, else it probably will not be accepted. Excuses will also be accepted for deaths in the family, but must be supported by such evidence as an obituary or a funeral program containing the student’s surname. **By remaining in this class, the student understands that the instructor may or may not accept any excuse for a missed class. No exams will be excused except with the most detailed, trustworthy, and verifiable information according to the instructor’s satisfaction. STUDENTS MUST TAKE EVERY EXAMINATION IN ORDER TO PASS THE COURSE.** Regardless of the stipulations above, if a student misses more than 25 percent of class sessions, he or she is liable to receive an F in the course.

As explained above, the information presented in lectures will be necessary to successful student outcomes in the course. The lectures, however, presuppose that students have completed the reading, in particular the textbook (Duiker and Spielvogel) readings. The instructor assumes that students already have the knowledge base available in the textbook, and that the instructor can elaborate on and add to that evidentiary base in lecture; metaphorically, there is an assumption that students have already read in the textbook about the wheel, and that the instructor can thus discuss hubcaps in lecture. In order to assure that students are obtaining this evidentiary base, there will be quizzes at the beginning of the first class session of almost every week on the required readings for that week. This will last only five minutes, and comprise ten multiple choice questions. There will be no makeups of quizzes, so the student must be prompt. Each week’s quiz will cover the readings located to the right of that date in the schedule of classes below. The quiz component of the class will account for 15 percent of the course grade.

Outcomes will also be measured by the multiple-choice midterm examination. This examination will include questions from the material covered in every class session, and students will not only demonstrate a grasp of the course’s evidentiary content but will also be able to make reasoned, analytical choices between plausible critical statements on the basis of that content. This exam will account for 15 percent of the course grade.

Another mode of outcome measurement is class discussion. There will be a class discussion for each of the three nontextbook readings (Communist Manifesto, Things Fall Apart, and Born Red). These dates are noted in the syllabus. Students are expected to be able to make critical arguments about the readings and respond to other students’ arguments in oral form. Participation on these discussion days, as well as class participation throughout the semester, will account for 10 percent of the course grade.

In addition, student outcomes will be measured through journals students keep that log the major international news stories of the semester and which make connections of cause and effect between those stories and the historical events covered in the course. The journal must provide evidence that the student has listened to at least three one-hour broadcasts each week of the BBC World Service. At various times during the semester, students will hand in their journals so that the instructor may gauge their progress. The BBC World Service Newshour is available at http://www.bbc.co.uk/worldserviceradio/popular-programmes/newshour or on WFAE 90.7 FM during the overnight hours. In addition to journals, there will be additional short exercises through the course of the semester.

Also: students are very much encouraged to utilize all resources at Winthrop, and one of those resources is the course instructor. All students who make a substantive visit—i.e. more than just sticking your head through the door—to the instructor’s office during office hours before the end of September will receive credit for a perfect quiz.

**Grading system:** This course will be graded on a plus/minus basis. All course components will receive a letter grade, the numerical value of which is equal to the grade points as listed in the Winthrop University Catalog (e.g., a C- equals 1.67). The final grade will result from a weighted average of those grades. I will only give incompletes in extraordinary circumstances.

**Classroom behavior:** The instructor will not tolerate disruptive behavior, such as personal conversations; such behavior may result in a student being counted as absent. Any use of an electronic device will cause the student to be counted as absent. Only the professor’s cell phone may operate during the class period as part of the Alertus system.

**Ethical behavior:** The instructor will not tolerate unethical behavior, and any student caught cheating will receive an F for the course. Students must supply bluebooks with their names on them to the instructor by the evening before the exams, or risk not being allowed to take the exam. In addition, because of past abuses, the wearing baseball caps, shorts, and short skirts may not be worn to class on exam days, and all backpacks, books, notebooks, PDAs, cell phones,
watches (you can now thank Samsung for that), etc., must be left at the front of class. (Yes, shorts; the story is an entertaining one.)

**Students with disabilities.** Winthrop University is dedicated to providing access to education to all students, irrespective of disability. If you have a disability and require accommodations, please contact Services for Students with Disabilities at 803-323-3290 as soon as possible. Once you have received your Professor Notification Form, please see the instructor before the first major assignment to discuss accommodations.

**Syllabus Change Policy:** The instructor does his best to adhere to the syllabus, but circumstances, whether based in the class’s own experiences, in world events, in weather conditions, or health conditions, may require a change in the syllabus. The syllabus posted on Blackboard will be always be considered the active one.

**Global Events Calendar:** For global events on campus, please go to ttp://www2.winthrop.edu/culturalevents/calendar.htm

**Grade summary:**
- Essay midterm 15%
- Multiple choice midterm 15%
- Final exam 30%
- Weekly quizzes 15%
- Class participation 10%
- Journals and other exercises 15%

**SCHEDULE OF LECTURES AND READINGS**

August 27: Introduction
August 29: The World in 1750: China
September 3: The World in 1750: Japan
textbook, 408–16, 434–57
September 5: The World in 1750: Islam

September 8: The World in 1750: the Americas
textbook, 354–74, 468–70
September 10: The World in 1750: Africa and the Slave Trade
September 12: The World in 1750: European Society

September 15: The World in 1750: European States
textbook, 398–404, 461–68, 470–75
September 17: The Scientific Revolution and Enlightenment
September 19: Revolution in America and France

September 22: The Spread of the French Revolution
textbook, 475–501; *Manifesto*, 3–31, 43–44
September 24: The Industrial Revolution
September 26: Liberalism and Darwin

September 29: Socialism and Marx
October 1: *Discussion of Marx and Engels*
October 3: First (Essay) Midterm

October 6: Nationalism and Bismarck
textbook, 502–11, 518–36, 544–54
October 8: Liberalism and Nationalism in Latin America
October 10: European Imperialism and India

October 13: European Imperialism and Africa
textbook, 554–82
October 15: European Imperialism and China

October 22: European Imperialism and Japan
textbook, 536–40, 583–93
October 24: The Height of Liberal Europe
October 27: Discussion of *Things Fall Apart* textbook, 596–619, 651–54; Achebe
October 29: The Great War
October 31: Liberalism in Crisis

November 3: Communism
November 5: Fascism
November 7: Second (Multiple Choice) Midterm

November 10: Revolution and Fascism in Latin America textbook, 621–32; 641–47; 654
November 12: Liberalism and Fascism in Japan
November 14: Protest and Liberalism in India

November 17: Revolution and Communism in China textbook, 632–40; 655–91; 717–31
November 19: War and Holocaust
November 21: The Cold War

November 24: Discussion of *Born Red* Gao Yuan

December 1: Decolonization textbook, 691–717, 760–787
December 3: The Less Developed World
December 5: Soviet Communism and the End of the Cold War
December 8: The Industrialized World textbook, 734–58, 791–817

Final examination: 8 a.m., December 15 (no changes in examination time will be allowed; you must still be in town at this time).