



# 0601H260

## World History

**Instructor:** TBA

**E-mail:** TBA

**Time:** June 13, 2022 - July 15, 2022

**Office Hours:** according to the teaching schedule

**Contact Hours:** 60 (50 minutes each)

**Credits:** 4

### Course Description

This course examines the history of interaction between Western and non-Western peoples since the Biblical Era to the present. Western interaction with the rest of the world has gone through several phases and permutations, some of which are based on scientific exploration, colonies of settlement, economic exploitation, Social Darwinism and nationalism. In the course of this semester, we will examine the shifting nature of Western colonialism and imperialism with a particular focus on strategies of subjugation and resistance in Latin America, India, and Africa from the 1490s up to the present day. In addition, we will spend some class periods focusing on the consequences of the European colonial attitude, namely the three most tragic events of the 20th Century: World War I, World War II, and The Holocaust.

### Required Textbook(s)

*Ways of the World: Volume 2, Since the Fifteenth Century* (Third Edition), Robert. W. Strayer and Eric W. Nelson (2016)

One of the following 5 books: See explanation below (Final Reflection Paper)

1. Bartolome de las Casas – A short account of the Destruction of the Indies
2. Khushwant Singh - Train to Pakistan
3. Erich Maria Remarque - All Quiet on the Western Front

4. Jane Yolen - Briar Rose
5. Manlio Argueta - One Day of Life

\*All books are available through online purchase in hard copy or digital format.

## **Prerequisites**

No prerequisites

## **Course Schedule**

Please note that the schedule is meant to give an overview of the major concepts in this course. Changes may occur in this calendar as needed to aid in the student's development.

### **WEEK 1- Unit 1-The Ancient Middle East, Medieval Europe, America, and the Origins of the Age of Discovery**

This unit explores the development and ideas behind two of the world's most important religions, and the impact these religions - Christianity and Islam - had on shaping ancient thought and human behavior. Particular attention will be paid to medieval civilizations not only in Europe and the Middle East, however, but also in the Americas prior to 1492. And we will also look at the forces in play in Iberia which led up to the Age of European Discovery.

### **WEEK 2- Unit 2-The Discovery of the New World, the Intellectual and Religious History in Early Modern Europe**

This unit will require students to consider the cataclysmic effect of Columbus' discovery of the New World in 1492. Additionally, students will learn about the broad implications of new ways of human thinking during the Renaissance and the Reformation

### **WEEK 3- Unit 3-The Enlightenment, The Scientific Revolution, and the Rise of Ideological Revolutions in the Atlantic World**

This unit initially explores the evolution of the intellectual history of Europe through the early 19th Century, and the series of Enlightenment-inspired revolutions that followed. Concurrently, with the dawn of the Scientific Revolution, we will also make the connection between how humans began to understand alternative "truths" and

explore the effects of Social Darwinism on ensuing colonization initiatives in India and Africa.

**WEEK 4- Unit 4- New Imperialism in Africa and India, The Industrial Revolution, and The Emergence of Nationalism**

Students will examine the root historical causes of major human conflicts throughout the world in the 18th, 19th, and early 20th centuries. In particular, we will explore the connection between industry, industrial society, the growth of Nation States around the globe, political theories which sought to make sense of contemporary societies, and the impact of those theories on human action before The Great War.

**WEEK 5- Unit 5-Marxism, WWI and WWII; Unit 6-The Holocaust, The Cold War, Post-Colonial Africa, and USA/Latin American Relations.**

Unit 5 focuses initially on the theories of Karl Marx's ideas about 19th century society and politics. Then, we will put together the causes and effects of the two most tragic events in modern world history: World War I, and World War II.

In unit 6, most attention will be paid to the causes and effects of arguably the third most tragic event in world history, The Holocaust. We will also examine two parts of the world greatly affected by European colonialism, neo-Colonialism, and Cold-War tension between the USA and the Soviet Union: Africa and Latin America

**Course Requirements**

In order to succeed in class, you must demonstrate the following:

- An understanding of the chronology of major events in World History.
- Recognize major figures and movements that played a pivotal role in the development of our global civilization.
- Think critically on how the memory of historical events has changed over time.
- Express strong communication and interpretive skills in writing assignments and assessments.

## Grading Policy

<b>Evaluation</b>	<b>Percentage</b>
Unit Assignments (including Unit Quizzes and Unit Textbook Assignments)	50 %
Midterm and Final Exams: Identification and Essay Tests	30%
Final Reflection Paper	10%
*Attendance – Synchronous Activity	10%
<b>Total = 100 %</b>	

\*Attendance at weekly synchronous activity

### Unit Assignments (50%)

At the conclusion of each unit, there will be a Unit Quiz testing students' comprehension and knowledge of the lectures and select readings from the textbook. These quizzes will be challenging; they will consist of between 25 and 30 multiple-choice questions. Both students and the professor will be responsible to making this part of the quiz preparation a success. In addition, students will complete two Textbook Assignments for each Unit as specified by the instructor in advance of the due dates.

### Mid-Term Exam and Final Exam (30%)

After the Third Unit concludes, students will take an exam which will consist of an identification section, a short essay section, and a long essay section. In each section, students will have the opportunity to choose which questions and terms to answer. For example, there will be approximately 8 terms on the identification sections, and students will have to define and explain the significance of 5 of the terms. Students will, likewise, have the opportunity to choose which short essay (2 of 3) and long essay (1 of 2) questions to answer. At the conclusion of the course, students will complete a Final Exam which will be designed similarly. Study guides will be issued in advance of these two exams. Both students and the professor will be responsible to making this part of the exam preparation a success.

### **Final Reflection Paper (10%)**

For this assignment, students will choose one additional book to read and write about from the list of books provided by the instructor. These books are relatively short, and pertain to one of the six Units studied during the course. Students will read the book, and then answer a particular question about the book provided by the instructor. Papers need to be approximately 3 pages in length, double spaced, and in size 12 New Times Roman font.

### **Participation (10%)**

There will be 5 online discussion sessions for this course. Students are responsible to instructors for class attendance and for any class work missed during an absence. Absences resulting from legitimate circumstances are allowed in written forms approved by instructor. Students' enrollment in the class will be challenged if two unexcused absences are on record.

### **Grading Scale**

The instructor will use the grading system as applied by JNU:

<b>Definition</b>	<b>Letter Grade</b>	<b>Points</b>
Excellent	A	90~100
Good	B	80~89
Satisfactory	C	70~79
Poor	D	60~69
Failed	E	Below 60

### **Academic Integrity**

As members of the Jinan University academic community, students are expected to be honest in all of their academic coursework and activities. Academic dishonesty, includes (but is not limited to) cheating on assignments or examinations; plagiarizing, i.e., misrepresenting as one's own work any work done by another; submitting the same paper, or a substantially similar paper, to meet the requirements of more than one course without the approval and consent of the instructors concerned; or sabotaging other students' work within these general definitions. Instructors, however, determine what constitutes academic misconduct in the courses they teach. Students

found guilty of academic misconduct in any portion of the academic work face penalties that range from the lowering of their course grade to awarding a grade of E for the entire course.