

HIST 155: The Comparative History of World Civilizations

Course Syllabus

Credit: 4

Teaching Hours: 60 hours

Class meeting times: 2 hours/day, Mon-Fri

Instructor: Prof. Stefan Papaioannou (pronounced Papa-YA-noo)

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Office Hours: By appointment

COURSE DESCRIPTION

This course is a study of world civilizations from the time of their contact with Western societies to the present. Particular emphasis is placed upon the socio-economic, intellectual, political, diplomatic, and cross-cultural influences which have shaped these cultures. Such topics as the industrialization, cultural development, and governmental evolution of the world's major civilizations are covered. In exploring the world's modern history, we will focus on identifying and analyzing major trends that have tied together humans from disparate regions of the planet. Globalization is perhaps stronger than ever at the present moment. But we will also see that it has been significant for several centuries in the areas of travel and exploration; historically momentous exchanges of people, goods, ideas, and microbes; empires based on land or sea power; and conflict and war. Finally, we will consider what the study of history can tell us about the origins and consequences of global disparities in wealth and power.

LEARNING OBJECTIVES

In studying topics in world history, the primary goal is NOT for you to cram a dizzying amount of facts into your head that you would quickly forget after the course is over. Ultimately, the idea is for you to become a stronger thinker about the world's history, while hopefully also enjoying the process of learning and discovering things you did not know before. More specifically, it is hoped that by the end of the course you will be able to:

- Gain an introductory knowledge of major developments in the history of the world's diverse societies
- Think more critically, knowledgably, and independently about the past and about the origins of the current state of affairs in the world
- Deepen your capability to understand perspectives different from yours, thereby enriching your own perspective and your ability to articulate it

- Improve your capacity to efficiently comprehend, synthesize, and interpret large volumes of complex textual information
- Gain a clearer understanding of what it means to study history, and specifically how historians advance knowledge of the past through the critical examination of historical documents and by framing and debating broader questions of interpretation

ASSESSMENT

Your progress towards achieving the goals stated above will be assessed in three major ways. First, you will prepare for quizzes and midterm and final examinations that will assess how well you have synthesized knowledge about world history that you have gained. Second, you will strengthen your ability to communicate what you have learned and gain the perspective of others by participating in class discussions and by leading discussion of course material through two group activities that you plan. Third, in writing exercises including online reading responses and two formal analytical essays, you will be asked to synthesize your analysis of primary sources and to reflect upon interpretive historical questions related to assigned readings and lectures.

An initial note about the central importance of written communication to the discipline of history follows here: historians communicate their ideas chiefly through writing. In order to succeed as a historian (and thus, in this class), you must be able to communicate your ideas in a clear, concise, and convincing fashion. This course will provide you with abundant opportunity, both in class and at home, to hone your written communication skills. In light of the importance of written communication to the discipline of history, the grades you receive on your assignments will depend on the historical accuracy and the depth and quality of your analysis of past events AND on the clarity, concision and organization of the prose you use to convey your analysis. Such assignments will be graded on the traditional A to F scale (see more on that below) and will necessarily include the effectiveness of your written communication in that grade calculation.

A partial exception to this rule is with regard to the online reading responses, which are intended to be informal in style and more like works-in-progress (a necessary step along the way to ultimately effective written communication and historical analysis). The goal for reading responses is to engage with the primary and secondary source material in a way that will be productive in preparing further in-class discussion or writing. I will not expect your contributions on these to be extremely polished, as long as what you are saying is basically understandable. Instead, I will be grading your response paragraphs based on how thoroughly and thoughtfully you engage with the material and the question(s) I pose about it. The grading scale on such assignments, intended to encourage consistent effort, will be from 0 to 3, where 2 will be the default and signify satisfactory work, 3 is reserved for extraordinary work and function like a small extra credit to be given extremely rarely for something unusual and outstanding, 1 will be reserved for work that was submitted but failing to meet the basic requirements of the

assignment, and 0 signifying no work submitted by the due date. If you submit all online reading responses and drafts on time and receive 2s on all of them, you will receive 100% credit (like an A+) on this portion of your course grade.

READINGS:

Required Texts, available for purchase at the University Bookstore and elsewhere online

Pollard, Elizabeth, Clifford Rosenberg, Robert Tignor, Jeremy Adelman, Stephen Aron, Stephen Kotkin, Suzanne Marchand, Gyan Prakash, and Michael Tsin. *Worlds Together, Worlds Apart (Concise Edition), Volume 2: From 1000 CE to the Present*. New York: W.W. Norton & Company, 2015. [ISBN: 9780393918489]

Niane, D.T. *Sundiata: An Epic of Old Mali*. Revised ed. Essex, UK: Pearson, 2006. [ISBN: 9781405849425]

Other required readings will be available on the course's Blackboard site or otherwise online.

REQUIREMENTS AND GRADING

Class participation & mandatory attendance at history skills workshops	10%
Quizzes & note-taking evaluation	10%
Online reading responses	10%
Group leadership of class activity on a textbook chapter	10%
First essay (1200-1500 words)	15%
Midterm exam	15%
Second essay (1200-1500 words)	15%
Final exam	15%

Letter grades correspond to percentage value ranges as follows:

$0\% \leq F < 60\% \leq D- < 62\% \leq D < 68\% \leq D+ < 70\% \leq C- < 72\% \leq C < 78\% \leq C+ < 80\% \leq B- < 82\% \leq B < 88\% \leq B+ < 90\% \leq A- < 92\% \leq A \leq 100\%$.

Mandatory attendance of History Skills Workshops: Because this course is a 100-level History course, the Department of History mandates that all students in this course (regardless of class standing, major, or previous completion of 100-level history courses) attend two workshops outside of our normal classroom meeting times. Each of these two workshops is offered four times during the early part of the semester in order to accommodate students' different schedules. The first workshop focuses on how to succeed in a college history course and get the most out of it (with an emphasis on strategies for reading and taking effective notes.) The second workshop focuses on how

to write an effective college history paper (with an emphasis on thesis statements and argumentation.) Below is the schedule for each of the workshops:

Workshop 1:

Thursday, Sep. 17, 10:30-11:20, McCarthy Center Forum
Friday, Sep. 18, 11:30-12:20, McCarthy Center Forum
Monday, Sep. 21, 1:30-2:20, McCarthy Center Forum
Wednesday, Sep. 23, 1:30-2:20, Dwight Performing Arts Center

Workshop 2:

Thursday, Sep. 24, 10:30-11:20, McCarthy Center Forum
Friday, Sep. 25, 11:30-12:20, McCarthy Center Forum
Monday, Sep. 28, 1:30-2:20, McCarthy Center Forum
Wednesday, Sep. 30, 1:30-2:20, Dwight Performing Arts Center

Attendance is taken at these workshops, and your required attendance at one session of Workshop 1 and one session of Workshop 2 will be credited towards the “Class participation & mandatory attendance at history skills workshops” portion of your class grade.

Policy on late and missed assignments: Assignments are due to me by the time indicated on the syllabus, unless you hear otherwise from me. If, for some reason, you encounter trouble uploading an assignment to Blackboard, you may email it to me as a backup to make sure I have it in time.

- Every day that an essay is late, it will be marked down by 1/3 of a letter grade. After 15 days past the due date, the deductions for lateness will stop, but at that point you can earn no more than 50% credit on the assignment (and that is assuming a perfect assignment). It is therefore always in your interest to complete these assignments. However, even if you submit the assignment so late that you are guaranteed a failing grade on it, you still have the chance to earn a grade that is substantially higher than a zero (which is what you will get if you do not submit an assignment at all), and this can make a big difference in your final course grade.
- There will be no make-ups for missed quizzes, exams, or group leadership of class activity and no credit for late online reading responses unless there is a valid excuse about which you inform me in a timely manner (see directly below on that.)

There may be exceptional cases in which, due to illness or other unforeseen circumstance beyond your control, you are unable to take a quiz or submit an assignment by the deadline. In such cases, provided that you are in contact with me in a timely manner when the situation comes up and have a reasonable explanation and documentation of the cause of lateness, we will work out a plan for you to have more time to complete and submit the given assignment, with no grade penalty.

Attendance and Class Participation: Most class meetings will include a significant discussion component, in which you are expected to actively participate. You will be graded on your class participation for each class meeting. In simple words, this means that you should be contributing to the conversation in class-wide and small group discussions. Your attendance in class is of course expected and crucial to keeping up with the course, but merely showing up will not get you anything in the way of participation credit. Asking questions about something you don't understand is a great way to participate. Another great way to participate is to offer your thoughts and ideas, however tentative and even at times inaccurate or controversial. You will not be penalized in your grade for erroneous statements – in fact you will be rewarded for them just like you will be rewarded for accurate statements. That is simply part of the process of learning, which is the whole reason you are here.

If you do miss class for any reason, it is your responsibility to ensure that you stay up to date with assignments and to learn about any material you may have missed in class either by getting notes from a classmate or visiting me in office hours.

Policy on cell phones and other distracting devices: Any use of cell phones – for texting, messaging, game playing, Web surfing, or any other activity – must occur outside of the classroom. If you want to use your cell phone at any point in time during class, you must leave the class room and come back only once you are finished using the device. The same policy applies to other devices such as tablets and laptops, the only exception being that use of such devices may be allowed in class solely for the purposes of taking notes or reading documents pertinent to the class activity being undertaken at that time.

Policy on Academic Honesty: I take Framingham State University's Policy Regarding Academic Honesty very seriously and expect students enrolled in this course to uphold it in all of their work. You are responsible for familiarizing yourself with this policy, which can be found on page 31 of the following link:

<https://www.framingham.edu/Assets/uploads/academics/catalogs/documents/undergraduate-catalogs/2014-2015-undergraduate-catalog/undergraduate-catalog-2014-2015.pdf> .

With regard to essay assignments and online reading responses in this course, at a minimum you are expected to provide attribution to any sources of information or ideas that are not your own (whether textual or otherwise) whenever you make use of such sources. I quote here for easy reference important sections from the University's Policy Regarding Academic Honesty found in the Academic Regulations in the 2014-2015 FSU Undergraduate Catalog:

“Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student's oral and written, technical, and artistic work; observing the policies regarding the use of technical facilities. Infractions of the Policy on Academic Honesty include, but are not limited to:

1. Plagiarism: claiming as one's own work the published or unpublished literal or paraphrased work of another. It should be recognized that plagiarism is not only academically dishonest but also illegal.
2. Cheating on exams, tests, quizzes, assignments, and papers, including the giving or acceptance of these materials and other sources of information without the permission of the instructor(s).
3. Unauthorized collaboration with other individuals in the preparation of course assignments.

4. Submitting without authorization the same assignment for credit in more than one course.”

The following website from FSU’s Center for Academic Success and Advising provides additional helpful information about avoiding plagiarism: http://www.fscmedia.com/web-external/writing-guide/plagiarism_home.html. If you have any questions about how to make sure you are complying with the policy while completing assignments in this course, ask me. I will be glad to help.

OTHER POLICIES AND INFORMATION

Work outside of class: Federal regulations dictate that students be required to engage in two hours of work outside of class for each credit hour. This course (as with most courses at FSU) is a 4-credit course, which means that it has been designed with the expectation that you engage in roughly 8 hours of work outside of class for each full week (four credit-hours in class) of the class. Of course this is an approximation and it might vary from week to week. This work outside of class would include reading, work on your assignments, studying for quizzes and exams, meeting with classmates to plan class activities, attending the mandatory workshops, and anything else related to your work in this course.

Emergency Procedures: In the event of a University-wide emergency, course requirements, deadlines and grading schemes are subject to changes that may include alternative delivery methods, alternative methods of interaction with the instructor, class materials, and/or classmates, a revised attendance policy, and a revised semester calendar and/or grading scheme. In the case of a University-wide emergency, please refer to the following about changes in this course:

- The course’s Blackboard site
- My email: spapaioannou@framingham.edu

ADDITIONAL RESOURCES AND SOURCES OF HELP

First, I want to start out by emphasizing that you should consider me to be your first source of help. I will be providing guidance on effective reading and note-taking and on how to do well on your assignments and examinations during the course of the semester. Further guidance on such topics will be provided in the two mandatory workshops you will be attending. Outside of class, I encourage you to visit me during my posted office hours (no appointment necessary, just show up!) or if that is not possible to arrange another mutually feasible time to meet. You may also email me with questions, making sure to give at least 24 hours lead time for me to get back to you. I am eager to see you in office hours, and I hope you will do so early and often.

Another resource for help in this class will be your **Supplemental Instruction (SI) leader, Andy Maniscalco**. Andy has been a very successful student in two of my courses here at FSU, including the one that you are taking. He can therefore offer a valuable and

knowledgeable student's perspective to help you with the material and activities you are undertaking in the course.

Below are some additional places where you may find useful and relevant advice:

- FSU's Center for Academic Success and Advising (CASA):
<https://www.framingham.edu/academics/center-for-academic-success-and-advising/> . CASA's services are free to all FSU students and are there to help you succeed. Within CASA, I would draw your attention to the following important resources and opportunities:
 - Disability/Access Services:
<https://www.framingham.edu/academics/center-for-academic-success-and-advising/disability-access-services/index>
 - CASA's extremely helpful Guide to Writing:
<http://www.fscmedia.com/web-external/writing-guide/>
 - The Tutoring center, which staffs both professional and peer tutors:
<https://www.framingham.edu/academics/center-for-academic-success-and-advising/tutoring/index>

TENTATIVE WEEKLY SCHEDULE

Week 1

Introduction

Global Orientation: The World at the Dawn of Modernity (c.1000-1400)

Reading: *Worlds Together, Worlds Apart*, Chapter 10
Sundiata, pp. xxiii-xxiv, 1-40

The Indian Ocean World and its Ambitious Periphery, c. 1300-1450

Reading: *Worlds Together, Worlds Apart*, Chapter 11
HAND IN A COPY OF YOUR NOTES on Chapter 11 for evaluation
Sundiata, pp. 40-84
Map quiz

Week 2

The Unification of the Known World and the Columbian Exchange, c. 1450-1600

Reading: *Worlds Together, Worlds Apart*, Chapter 12
Reading quiz based on Chapter 12

Online reading response due, based on the following reading:

Arab accounts of the Mali Empire (available on Blackboard)

Early Modern Empires and the State System, c. 1450-1700

Reading: *Worlds Together, Worlds Apart*, Chapter 13

Reading quiz based on Chapter 13

ESSAY 1 DUE

Knowledge and Belief: Changing Approaches to Religion and Science, c. 1500-1800

Reading: *Worlds Together, Worlds Apart*, Chapter 14

Reading quiz based on Chapter 14

Online reading response due, based on the following reading:

excerpt from René Descartes, *Meditations on First Philosophy*
(available on Blackboard)

Week 3

Taking Stock of the Old Regime World

Reading: “The Treatise of Walda Heywat,” in Claude Sumner, *Classical Ethiopian*

Online reading response due, based on the following reading:

Philosophy (available on Blackboard)

MIDTERM EXAM

Revolutions – Political and Industrial, c. 1700-1850

Reading: *Worlds Together, Worlds Apart*, Chapter 15

Reading quiz based on Chapter 15

Online reading response due, based on the following readings:

Letter from Ignatius Sancho to Jack Wingrave (1778) (available on Blackboard)

Constitution of Haiti (1805), available at

<http://tinyurl.com/pgw58xm>

Week 4

Religious Revival and Other Responses to Modernity, c. 1780-1900

Reading: *Worlds Together, Worlds Apart*, Chapter 16

Reading quiz based on Chapter 16

Online reading response due, based on the following readings:

Rammohun Roy, "Rights of Women to Property" (available on Blackboard)

Jamal ad-Din al-Afghani, "A Refutation of the Materialists" (available on Blackboard)

The Spread of Constitutionalism in a World of Nations and Colonies, c. 1800-1914

Reading: *Worlds Together, Worlds Apart*, Chapter 17

Reading quiz based on Chapter 17

Online reading response due, based on the following readings:

Meiji Charter Oath and Constitution (available on Blackboard)

Sun Yat Sen, "Three Principles of the People" (available on Blackboard)

Week 5

Modernity and its Discontents, c.1870-1914

Reading: *Worlds Together, Worlds Apart*, Chapter 18

Reading quiz based on Chapter 18

Online reading response due, based on the following readings:

Ottoman Constitution of 1876, available at

www.anayasa.gen.tr/1876constitution.htm - read through Article 26, then Articles 42-80, 96-100, 114-116

Iranian Constitution of 1906 and 1907 supplement (available on Blackboard)

Global Conflict and Frustrated Hopes, c. 1914-1939

Reading: *Worlds Together, Worlds Apart*, Chapter 19

Reading quiz based on Chapter 19

Online reading response due, based on the following reading:

Woodrow Wilson, "14 Points" speech, available at

http://avalon.law.yale.edu/20th_century/wilson14.asp

Global Catastrophe and the Shaking of the World's Moral Order, 1939-1945

Reading: *Worlds Together, Worlds Apart*, pp. 720-729

Week 6

The Cold War and the "Third World," c. 1945-1990

Reading: *Worlds Together, Worlds Apart*, pp. 730-761

Reading quiz based on Chapter 20

Online reading response due, based on the following reading:

excerpt from the diary of Carolina Maria de Jesus, *Child of the Dark* (available on Blackboard)

ESSAY 2 DUE

The Past in the Present

Reading: *Worlds Together, Worlds Apart*, Chapter 21

Reading quiz based on Chapter 21

Online reading response due, based on the following readings:

Samuel Huntington, "The Clash of Civilizations?" (available on Blackboard)

Edward Said, "The Clash of Ignorance," available at

<http://tinyurl.com/oetblmf>

Emily Raboteau, "Who Is Zwarte Piet?" (available on Blackboard)

FINAL EXAMINATION