Global History  
(3400: 351-001)  
Fall 2008 Syllabus

Classroom:  Zook 409  
Class times:  MW 1:10-2:50 pm  
Course web site:  https://springboard.uakron.edu/index.asp  
(You must type in your UANet ID and password)

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Purpose
This course explores global encounters among societies, and the changes that have resulted. It focuses on major themes that show how connections between the worlds regions created the modern world with its achievements and disparities. Examples of such forms of encounter include those hinging on labor (such as slavery, servitude, and industrial workers), food production and consumption (including the impacts of agricultural revolutions, the spice trade, and the Columbian exchange), and technology and the production of commodities such as textiles (including Old World trading routes, the Atlantic economy, and the origins of industrialization). Rather than attempt to cover the entire history of the world, which is clearly and impossible task, this course uses examples drawn from diverse regions and historical eras, to demonstrate the world’s interconnectedness. Although some examples may come from ancient and even prehistoric periods, the focus is on developments of the last few hundred years, particularly those relevant to our modern global economy and society.

Assignments and their values in the course grade

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Food analysis</td>
<td>50</td>
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<tr>
<td>Reading Analyses (50 points each)</td>
<td>100</td>
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<td>Responses to analyses (25 points each)</td>
<td>50</td>
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<tr>
<td>Online Textbook content quizzes (50 points each)</td>
<td>200</td>
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<tr>
<td>Midterm analytical exam</td>
<td>200</td>
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<td>Final analytical exam</td>
<td>200</td>
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<tr>
<td>Participation</td>
<td>100</td>
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<td>Total</td>
<td>1,000</td>
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Description of Assignments

Food analysis (Springboard Dropbox and in-class): You must analyze the historical origins of the ingredients of a national or regional dish, and present your findings in class.

Your analysis should include:
1. A discussion of the dish's history and its connection with the country or countries with which it is most identified.
2. An assessment of the sources of the main ingredients, where were they originally grown or produced and how did they come to be available in the country or countries with which this dish is identified.
3. An assessment of whether this dish could have been prepared a thousand years ago, and whether it was in the country or region with which it is most commonly associated.

Reading analyses (Springboard Discussion and in-class): During the course of the semester, you must write two (2) discussion preparations entries addressing a chapter (a different chapter for each one) in Reilly, Worlds of History.

Each analysis should include:
1. A discussion of the nature of the sources. Are they primary or secondary, and why? How does the context in which these pieces was written affect our understanding of it. (approximately 1 short paragraph).
2. A short summary with specific information on the segments (approximately 1 paragraph).
3. How do the segments relate to and/or modify one another? Full credit will not be given to journal entries that spend more time summarizing what the segment was about than reaction to the information in the segment.

Responses to analyses (Springboard Discussion): During the course of the semester, you must write two (2) responses to reading analyses. Each one must be a paragraph long and must either:
1. Point out issues that the writer of the analysis has not emphasized.
2. Disagree with the analysis on the basis of the evidence of the readings and the context of the topic.

Textbook Quizzes (Springboard Quizzes): These quizzes are a combination of multiple-choice, true-false, and matching. They test your knowledge of the Worlds Together, Worlds Apart. Each quiz lasts thirty minutes. You are allowed two attempts.
Midterm and Final Exams (in-class): Test you on the lecture and readings. It will combine essay and short answer format.

Course Policies

Grading: The plus and minus system will be used. 950-1000 A; 900-940 A-; 870-890 B+; 830-860 B; 800-820 B-; 770-790 C+; 730-760 C; 700-720 C-; 670-690 D+; 630-670 D; 600-620 D-; below 600 F. One letter grade will be deducted each class period a paper or the assignment is late. Late assignments are not accepted after the accompanying discussion on the topic.

Attendance: Attendance is required and will be taken every day. Students who arrive after attendance is completed will be registered as late. Consistent lateness will be counted as non-attendance. It is the responsibility of every tardy student to alert me to his/her presence at the end of class. Every absence beyond three classes will result in the subtraction of half a letter grade (50/1000 points) from your final course grade. I reserve the right to drop students who miss four or more days of class. You should save your absences for medical or family emergencies. Unless you are called for military or court duty, or have a prior arrangement with the university concerning a special need, there is no exception to this rule. Many of the assignments, such as participation and discussions require attendance. Failure to complete these assignments will result in lower grades. The lectures and discussions contain material not available in the texts. You are responsible for this material. Students who failed to attend classes regularly in previous semesters consistently scored poorly on their exams.

Active Participation: Participation does not mean attendance. No points will be awarded for showing up to class every day and saying absolutely nothing. Discussion aids learning and this course relies heavily on class participation in daily activities. Participation not only includes answering questions and being prepared for class, but also posing questions based on the material presented during lecture or outside information. The more you participate, the more you gain from the course. It will positively affect your grades in ways other than your participation grade. Scoring will be based on the following guideline: 100 (consistent discussion), 90 (talks daily), 80 (talks frequently), 70 (talks occasionally), 60 (talks rarely), 50 (never talks). These scores will be significantly lowered due to irregular or poor attendance. You can not participate if you do not attend.

Plagiarism: Plagiarism is the attempt to present a copy of somebody else's work, or a portion thereof, and pass it off as one's own. Assignments exhibiting substantial evidence of plagiarism may receive an "F" no matter what the other merits of their content. Evidence of extreme forms of plagiarism may result in failure of the entire course and disciplinary action by the university administration.
ATTENTION CURRENT OR PROSPECTIVE EDUCATION MAJORS: If you entered the University for the first time in, or after, Fall 2002 or if you have not signed a College of Education program plan before August 26, 2002, and you will seek licensure to teach in social studies, you are required to collect evidence from several of your classes to be included in a College of Education program plan, before you are admitted to student teaching, and before you are cleared for graduation. Material from this course is required in the College of Education portfolio. Please contact Dr. Glenn Lauzon for AYA and Ms. Deborah Walker for Middle School for more information.

Required Readings to purchase
(Note: The campus bookstore sells Tignor and Diamond together as a package at a discount.)
Diamond, *Guns, Germs, and Steel*
O’Reilly, *Worlds of History*, vol. 2
Anderson, *Imagined Communities*

Schedule of Lectures and Assignments
(Note: Graded material is in bold.)

The schedule below is tentative. I may change it in order to deal with the specific needs and interests of the class during the course of the semester. In order to keep up with schedule changes, consult the events and announcements boards on the course’s main page on Springboard.

You must read the relevant readings by the Monday of the first week under which they are listed (the sole exception being Week 2, when we meet on Wednesday but not Monday). Assignments’ due dates are noted under the appropriate block of weeks.

**Week 1** – Introduction: Why study global history? Why were some civilizations technologically more advanced than others c. 1500?

**Week 2** – The Role of Religions – Creators of Unity and Diversity. Islam, the Mongols, and the Afro-Eurasian Trading Network
Readings – Jared Diamond, *Guns, Germs, and Steel*
Bible: Acts 15:1-19, 1 Cor. 10:14-33; Qur’an: Al-Ma’idah (The Table Spread)
Ibn Battuta *Travels* (excerpts)
Labor Day (Sep. 1, class does not meet)
Week 3 – Why Did Europe, Rather than Other Old-World Societies, Create the First Global Economy?
Readings – WTWA, chs.12-13; Reilly, Worlds of History (WoH), ch. 1.
Assignments due Mon., Sep. 8: Reading Analysis #1; Quiz #1.

Weeks 4-5 – The Columbian Exchange
Assignments due Mon. Sep. 15: Response #1; Food analysis.

Weeks 6-7 – Forced Labor
Readings – WoH, chs. 2 & 4.

Week 8 – Transregional Aspects of the Role of Religion in the State c.1500-1800
Readings – WTWA, chs. 14-15; WoH, ch. 3.

Weeks 9-10 – Imperialism and Industrialization – Capitalism and Socialism
Readings – WTWA, chs. 16-18; WoH, ch. 7.
Assignments due Mon., Oct. 27: Reading Analysis #2, Quiz #3.

Week 11 – The Creation of Knowledge in the Global Context
Readings – WoH, chs. 5 & 8.
  Charles Darwin, excerpts from his writings (on Springboard)
  Karl Pearson, “National Life from the Standpoint of Science” (on Springboard)
  Anderson, Imagined Communities.
Assignment due Mon. Nov. 3: Response #2

Weeks 12-13 – Nationalism
Readings – WTWA, chs. 19-Epilogue; WoH, ch. 6 & 8-12.
Assignment due, Mon. Nov. 10: Quiz #4

Weeks 14-15 – Westernization, Modernization, and Standardization: Are they synonymous?
Final Exam, Thu. Dec. 11, 2:00-3:55 pm