

**Georgian Court University**  
**Department of History, Geography, and Political Science**  
**History 152/Spring 2017**  
**N. L. A. Gharala, PhD**

**WORLD HISTORY II, SECTION 1**

MW 11:00 AM - 12:15 PM

Office hours: MW 2-3 and Th. 3-5 Jeffries 115B

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**Course description**

This course will examine world history from 1500 to the present. It will survey the political, social, economic, cultural, and religious developments of major civilizations and explore the links between and among these civilizations. Key themes will include human migration, trade, the rise and fall of empires, social movements, and intellectual currents.

**Course Policies**

**Attendance.** Going to class is mandatory. Please provide documentation for prolonged or regular absences, including family or medical issues and travel for athletic teams.

**Course Texts.** Prepare class readings and discussion questions for the date directly above in the course schedule. “Chapters” refer to the textbook and the individual documents are in the companion reader. Films, music, and song lyrics can be found in the “**Content**” course folder in BBLearn.

**Extra credit.** To receive up to two points extra credit on your participation grade, attend an on-campus or community event related to history and email the professor two sentences about what you learned.

**Technology.** In general, **you may not record or take pictures** without permission from the professor. Note that **lectures and slides will be posted online.** No texting or wearing headphones during class. You may use your laptop to take notes.

**Written assignments.** Submit all assignments through **BlackboardLearn (BBLearn)**. Do not email them or print them out for submission. Written assignments should adhere to parameters standard for history papers, including one-inch margins, 12-point font, and double-spacing. Refer to the rules of the Chicago Manual of Style available online and in print. See the “**Assignments**” folder in BBLearn for **rubrics** and links to turn in work.

**Late work** will be accepted with a note from a dean or with a one-point deduction for each day late.

**Plagiarism** or cheating of any sort will result in an **automatic zero** for the assignment. All papers will go through a plagiarism detection software when submitted online.

**Course Objectives**

Throughout this course, students will undertake the following:

- Use primary and secondary sources to answer historical questions
- Work with others to identify and present major themes in the reading to the class
- Study broad narratives, enduring legacies, and important events that shaped the world
- Critically analyze primary source material for historical significance
- Synthesize texts and apply historical knowledge to develop well-reasoned written arguments
- Understand the world’s peoples and their diversity

## **Student Learning Outcomes**

By the end of the course, students will have achieved the following:

- In small discussion groups, students will be able to sustain an argument using course readings to verbally answer historical questions. [This outcome corresponds to General Education LO 2b.]
- When presenting material from assigned readings, students will work together to present key points in the readings and put material into their own words [This outcome corresponds to General Education LO 2e.]
- Given multiple choice test questions, students will be able to use historical knowledge to identify key facts related to processes and events world history. [This outcome corresponds to General Education LO 1a.]
- Using the lens of the Atlantic world, students will produce a critical and creative analysis of a primary source discussing bias, context, and significance. [This outcome corresponds to General Education LO 2a.]
- When given an essay exam prompt, students will be able to place terms and historical processes in context by referencing specific events, cultures, and societies. [This outcome corresponds to General Education LO 2b.]
- By completing a document-based essay assignment, students will demonstrate awareness of the global effects of colonialism and respect for diverse cultural perspectives of indigenous peoples. [This outcome corresponds to General Education LO 3b.]

## **Assessment**

This course uses a variety of assignments to assess student progress.

**Discussion:** Each week we will examine and **discuss primary sources**. They appear throughout the chapters of your textbook in blue boxes and as supplementary readings from the companion reader listed each week. Prepare your answer ahead of time. Students will discuss these texts and weekly questions in small groups. Failure to keep up with the reading will result in a deduction from this portion of the grade.

**Group presentation:** Student groups will make a **15-minute presentation** of the material from the weekly textbook chapter. You may use any visual aids you wish to make your point. Each group member should present for **5 minutes**. Groups may choose their presentation date on 1/25.

**Quizzes:** There will be **10 online quizzes** to keep track of your progress. Each quiz is multiple choice and worth 1% of the final grade. All are due at **midnight** on the dates listed below. There will be one optional makeup quiz (on 5/8) that can be substituted for your lowest quiz grade at the end of the semester.

- **Quiz 1: 2/1**
- **Quiz 2: 2/8**
- **Quiz 3: 2/15**
- **Quiz 4: 2/27**
- **Quiz 5: 3/15**
- **Quiz 6: 3/22**
- **Quiz 7: 3/29**
- **Quiz 8: 4/5**
- **Quiz 9: 4/24**
- **Quiz 10: 5/1**
- **Optional Quiz: 5/8**



## **Course Schedule**

Each week students will be required to complete textbook readings as well as primary source readings. All texts listed below the dates of class meetings should be completed in advance of the discussion.

### **Week 1            Why World History?**

1/23 What is world history?

1/25 How to use primary sources

- Choose presentation dates
- In class, Cabeza de Vaca, Years as a Wandering Merchant (1542)

### **Weekly Question: Why should we study world history?**

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### **Week 2            A “New World”**

1/30 Trade and European Expansion

Read Textbook Ch. 12, “Contact, Commerce, and Colonization, 1450–1600”

2/1 The Atlantic World

QUIZ #1

#### **Read Primary Sources:**

- The Broken Spears: The Aztec Account of the Conquest of Mexico (1519)
- Nzinga Mbemba’s Letters to the King of Portugal (1526)

### **Weekly Question: “What did European conquerors adopt and change from the New World traditions they encountered?” (p. 441)**

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### **Week 3            Effects of the Atlantic Slave Trade**

2/6 Asia and Global Commerce

Read Textbook Ch. 13 “Worlds Entangled (1600–1750)”

2/8 The Slave Trade and Africa

QUIZ #2

#### **Read Primary Sources:**

- Olaudah Equiano on the Atlantic Crossing (in textbook)
- Richard Ligon, A True and Exact History (1657)

### **Weekly Question: “How did the slave trade affect African societies?” (p. 477)**

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### **Week 4            Global Cultural Flourishing**

2/13 Hybrid Cultures in the Americas and Oceania

Read Textbook Ch. 14, “Cultures of Splendor and Power (1500–1780)”

2/15 Culture in the Islamic World, Asia, and Europe

QUIZ #3

#### **Read Primary Source:**

- Jahangir, Policy toward the Hindus (Seventeenth Century)

### **Weekly Question: “To what extent were Islamic, South Asian, and East Asian leaders open to outside cultural influence?” (p. 519)**

Week 5            **Coerced Labor**

SHORT ESSAY DUE 2/21

2/20 NO CLASS

2/22 Comparing Slavery and Servitude

MEET IN COMPUTER LAB

Read Primary Sources:

- Casebook: Coerced Labor in the Early Modern World

**Weekly Question: “Overall, was New World chattel slavery markedly different from other forms of bonded labor?” (p. 126 in companion reader)**

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Week 6            **The Reach of Revolution**

2/27 Political and Economic Reordering

QUIZ #4

Read Textbook Ch. 15, “Reordering the World (1750–1800)”

Read Primary Sources:

- Declaration of the Rights of Man (1789)

- Frederick Douglass Asks, “What to the Slave Is the Fourth of July?” (in textbook)

3/1 MIDTERM EXAM

**Weekly Question: “What were the new languages of freedom and how did they alter social, economic, and political relations in the Atlantic world?” (p. 556)**

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Week 7            **SPRING BREAK**

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Week 8            **Radicals in Global Perspective**

3/13 Movements against Colonialism

Read Textbook Ch. 16, “Alternative Visions of the Nineteenth Century”

3/15 An Age of Prophecies

QUIZ #5

Read Primary Sources:

- A Female Muslim Voice in Africa (in textbook)

- Maulvi Syed Kutb Sha Sahib, Call for Hindu-Muslim Unity (1858)

**Weekly Question: What kinds of people joined protest movements against capitalism and colonialism in the nineteenth century? (p. 598)**

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Week 9            **Nationalism and Imperialism**

3/20 Nation Building and Nation-States

MEET IN LIBRARY

Read Textbook Ch. 17, “Nations and Empires (1850–1914)”

3/22 Global Expansionism and Imperialism

QUIZ #6

Read Primary Source:

- Edmund Morel, The Black Man’s Burden (1920)

**Weekly Question: “Why did nationalism often lead to colonization and/or territorial expansion?” (p. 629)**

Week 10      **Nations Reconsidered**

3/27 Rethinking Race and Nation

Read Textbook Ch. 18, “Unsettled World (1890–1914)”

3/29 Insecurities and Discontent

QUIZ #7

Read Primary Source:

- A Chinese Feminist Condemns Injustices to Women (in textbook)

**Weekly Question: “How did shifting economic and political structures affect women?” (p. 667)**

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Week 11      **Mass Cultures and Modernity**

4/3 The Great War

Read Textbook Ch. 19, “Of Masses and Visions of the Modern (1910–1939)”

4/5 Mass Society and Politics

QUIZ #8

Read Primary Source:

- Margaret Sanger, Birth Control and Eugenics (1921)

**Weekly Question: “How did the war usher in the age of ‘mass society’?” (p. 705)**

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Week 12      **Ideas of Race**

DBQ ESSAY DUE 4/9

4/10 Race and Racism

Read Primary Sources:

- W. E. B. Du Bois, The Negro Problems (1915) (in Ch. 18 of reader)

- Yamagata Aritomo, The Coming Race War (1914-1915) (in Ch. 20 of reader)

- Adolf Hitler, Mein Kampf (1925) (in Ch. 20 of reader)

4/12 NO CLASS

**Weekly Question: For each of these historical actors, what were the consequences of their racial thinking?**

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Week 13      **Representations of Colonialism**

4/17 NO CLASS

4/19 Art, Intellectuals, and Politics

Read Primary Sources:

- *Battle of Algiers* Dir. Gillo Pontecorvo (1966)

- Optional Reading Discussion: Chinua Achebe, *Things Fall Apart*

**Weekly Question: How much power do artists have to change political or economic situations?**

Week 14      **The Cold War**

4/24 Decolonization and the Cold War  
Read Textbook Ch. 20, “The Three World Order (1940–1975)”

QUIZ #9

4/26 Three Worlds

Read Primary Source:

- Nahum Goldmann and Fawaz Turki, *Conflicting Perspectives on Israel/Palestine* (1969)

**Weekly Question: “How did World War II contribute to the creation of the three-world order after 1945?” (p. 743)**

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Week 15      **Globalization’s Winners and Losers**

5/1 Globalization  
Read Textbook Ch. 21, “Globalization (1970–2000)”

QUIZ #10

5/3 Citizenship and Belonging

Read Primary Sources:

- Optional film discussion: *Paris is Burning*, Dir. Jennie Livingston (1990)

- Lyrics to “Somos Sur (We are the South)” by Anita Tijoux ft. Shadia Mansour (2014)

- Lyrics to “T5” by Swet Shop Boys (2016)

**Weekly Question: “How did globalization shape personal identities?” (p. 785)**

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Week 16      **Inequality Entrenched**

5/8 A New Three World Order?  
Read Textbook “Epilogue: 2001–The Present”

OPTIONAL QUIZ

5/10 Global Challenges

Read Primary Source:

- Pope Francis, *Laudato Si’—On Care for Our Common Home* (2015)

**Weekly Question: “What possibilities and disparities did globalization create for many?” (p. 785)**

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Week 17      **Exam Review**

5/15 Review