

College of Charleston
WORLD HISTORY SINCE A.D. 1500

Dr. Peter A. Piccione
Office: BellSouth 203E
Office Hours: T, Th 3:00-4:30 p.m. (or by appointment)
Telephone: 953-4861 Fax: 953-6349

History 104.005/006
SPRING 2002

E-mail: piccionep@cofc.edu

Section 005: T, Th 9:25-10:40 am, Bell 321

Section 006: T, Th 10:50-12:05 pm, Bell 321

Course Description: This course is an historical survey of the major civilizations and cultures of human history from the sixteenth century to the present day. It focuses on the interaction of major world cultures and civilizations and their search for solutions to issues related to social, economic, political and intellectual development. A primary focus of the course is the issue of conflict and various cultural approaches to the resolution of conflict.

Course Requirements

Term Paper: Due April 16. Students are required to complete a term paper (6 to 7 pages) related to issues in the two reading books assigned for this course. The specific topic and format are noted in the section, "Paper Requirements." *Completion of the paper is a necessary requirement for passing the course.*

Reading Quizzes: Three quizzes on the class readings will be administered in this course. The instructor will also announce these quizzes in class at least one week in advance.

Examinations: This course includes a midterm and a final examination. The date of each exam is noted in the section, "Lectures and Reading Assignments," below. *Completion of both exams is necessary to pass the course.*

Attendance and Participation: Discussion figures prominently in the class-program, and class participation and attendance do constitute a percentage of the course grade. Attendance and participation improve the functioning of the class as well as students' grades. According to College policy, attendance will be taken daily; unexcused absences result in automatic grade reductions. Absences are excused by presenting written documentation to the Office of Undergraduate Studies. Running errands is not a valid excuse. Students are responsible for all the material in the readings, videos, and lectures, whether they are present or not. If you will miss class for a college function, please inform the instructor at least one week in advance, but **do not telephone him on the same day to say you will be absent, nor should you ever(!) call the History Department office to report your absence.**

If the instructor does not call the roll, then an attendance sheet will be circulated daily in class. If your signature is not there, you are counted absent. Students who sign the sheet and then leave are counted as absent. Students who leave class for an inordinate period of time without valid excuse are marked as absent. Any student who takes a quiz or exam then--without permission--leaves class and does not return will be recounted as absent, and the quiz/exam will receive an automatic failing grade (0 = F).

Make-Up Quizzes and Exams: This course does not regularly provide make-up quizzes or exams. However, if students have a valid and acceptable reason or excuse for missing a quiz or exam (sickness, doctor's app't., etc.), they will be permitted to do additional written reports outside the class to make up the lost work. All *valid* excuses and documentation should be filed and processed through the Office of Undergraduate Studies.

Course Textbooks

Required Texts:

Spodek, Howard. *The World's History. Volume 2, Since 1100*. Second edition. Upper Saddle River: Prentice-Hall, 2001.

Hylton, Raymond, *Documents Set: The World's History. Volume 2, Since 1500*. Second edition. Upper Saddle River: Prentice-Hall, 2001.

Doughty, S. Ross. *Study Guide: The World's History. Volume 2, Since 1500*. Upper Saddle River: Prentice-Hall, 2001.

Longman World History Atlas. New York: Addison Wesley Longman, Inc., 1996.

Fischer, Louis. *Gandhi: His Life and Message to the World*. New York: New American Library, 1991.

Mukherjee, R. *The Penguin Gandhi Reader*. New York: Viking Penguin, 1995.

Grading Policies

Final course-grades will be constituted according to the following formula: reading quizzes (3) 15%, video reports (2) 10%, mid-term exam 20%, term paper 20%, final exam 20%, class participation and attendance 15%. The grading scale is as follows: A = 91-100; B+ = 87-90; B = 81-86; C+ = 77-80; C = 71-76; D = 60-70; F = 0-59. The midterm and final exams and the term paper are mandatory; anyone not completing these cannot receive a passing grade in the course, regardless of grade standing.

Paper Requirements

Term Paper. Due date: April 16. Topic: Mohandas Karamchand Gandhi, the “Great Soul” (*Mahatma*), was considered the father (*bapu*) of his country. Chided by many British as an optimistic dreamer, hated by others as a hypocrite, adored by most Indians (both Muslim and Hindu), detested by Winston Churchill, and lionized by legions of advocates around the world, he became one of the most influential historical figures of the twentieth century. In 1999 *Time Magazine* named him a *very(!)* close second to Albert Einstein as “Man of the Twentieth Century.” According to some scholars, by virtue of his political cunning and gentle but insistent ways, he was the general catalyst for all the twentieth-century movements against colonialism, racism, and violence. He is especially famous as the architect of the modern philosophy of non-violent resistance (*ahimsa*), which he formalized to thwart British imperial policies in India. This philosophy has continued to affect, among other things, the direction of the American civil rights movement and the movement for democratic and religious reform in modern Communist China. The two outside readers for this course pertain to Gandhi’s life and writings, *Gandhi: His Life and Message to the World* and *The Penguin Gandhi Reader*.

In the term paper for this class, students will study and analyze the writings of Mohandas Gandhi as any other historical documents, and they will use them together with knowledge of Gandhi's life and events to discover something of the man, his effect on social and political developments in Asia and the West, and his place in modern world history. With the eyes of historians, students should seek to determine if the consensus of recent history is correct and that the reputation and adulation accorded to the man and his policies are historically justified. What do Gandhi’s own words and writings reveal about him, and are they consistent with history’s assessment? Thus, students will compare and contrast Gandhi’s biographies with his writings that express his beliefs, sentiments, and political desires.

Late Policy, etc. *Late papers will be penalized five (5) points for each day late (including Saturday), up to three days, after which they will automatically will be graded no higher than 59% (F). Failure to complete the paper will result in an automatic failure in the course, regardless of grade standing. All papers must be submitted in person to the instructor; failing that, they may be submitted to the History Department (Maybank 315), where the departmental administrator will certify and date-stamp their arrival.*

Submission of Early Drafts. Students are strongly encouraged to submit a preliminary draft of the term paper to the instructor for comment. The instructor will review it to ensure the clarity and direction of its content and adherence to format. *The draft will not be graded.* The purpose of this service is to achieve a higher grade for the student by ensuring that the content and argument of the paper are on track. Students who submit a draft should do so no later than two (2) weeks before the paper's deadline. Doing so can only help; it cannot hurt.

Form and Format. See course Web page, "Paper Requirements"-link, for detailed information, advice, and suggestions on form and format for the term paper. In general, the term paper should contain 1-inch margins on all sides, top and bottom. It should be typed or printed double space in a 12-point type, in black ink only, and it must include proper citations, such as footnotes plus a separate "Bibliography" at the end of the paper. It must also include a separate cover page. *The cover page and the bibliography do not count toward the required number of pages.*

VERY IMPORTANT! READ ME: In the preparation and execution of all papers for the class, students are required to follow the format presented by **Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. (Chicago: University of Chicago Press, 1996)**, especially in regard to the style of block quotations, footnotes, and bibliographies. Look over Chapters 8-10 on how to cite references and their format. Choose the type of reference you want: footnotes or endnotes (+ "Bibliography"). Read Chapter 11 (pp. 185-213) to compare their forms and styles: footnotes (= "**N**") or bibliographies (= "**B**"). Use the bibliographical style found only in Turabian, pp. 280-281 (*but not pp. 278-279!*).

Note: under no circumstances may students employ the MLA style of notes and references for any paper or essay in this course, nor may they employ "parenthetical references." All papers must have a separate cover page, although students need not follow Turabian closely on the format of this page.

**WHATEVER YOU DO, DO NOT EMPLOY THE MLA STYLE IN WRITING YOUR HISTORY PAPERS!
REFERENCES IN PARENTHESES AT THE ENDS OF SENTENCES ARE NOT PERMITTED!!**

Turabian's style is a standard recognized throughout the world for writing papers and theses in the Humanities and Social Sciences. If you are not familiar with this format, open the manual and learn it. Don't try to "wing" it or fudge the format. ***Any papers that do not conform to Turabian style will be graded accordingly.*** Copies of Turabian's manual are in the campus library, reference section, or are available in the Bookstore.

Execution. As a rule of thumb, do not quote class lecture notes in your paper. If you want to quote material mentioned in class, you must find it in published sources among the course readings, and quote from there. If you cannot find the source among the readings, see the instructor for advice. Feel free to consult the instructor at any time for advice on preparing the papers or about writing strategies. Alternatively, students may consult writing counselors in the Writing Lab, Rm. 216, Education Center (<http://www.cofc.edu/~csl/>).

Improper form and misspelled words will reduce the grade of the term paper. To be certain of your spelling, use a dictionary. Use a spell-check program *only after* you have already manually checked your spelling. **You must proofread your paper before submitting it, and make any final corrections cleanly in ink, if necessary.** *Why the emphasis on form?* A research paper is a means of communication. The purpose of any paper is to convey an argument as logically as possible according to standards of form that facilitate its communicative function. Form is not merely format and correct spelling; it also includes the logical arrangement of an argument and the rational ordering of historical and textual data to support a particular historical interpretation. Poor form can impede the communication of a valid point of view. When a paper cannot

communicate due to a lapse of form, it has failed in its purpose. Train your mind to be rigorous in the pursuit of understanding. After all, that is why you are in college.

Using the World Wide Web for Research and as a Source of Quotations

One does not do research merely by sitting at a computer and surfing the Web. One does research by paging through books and by following sources from one footnote to another. Students should confine the bulk of their research to printed publications. They may use the World Wide Web only *selectively to help research* the paper topic. Beware! There is a great deal of pseudo-historical trash on the Web that does not conform to modern academic standards. The World Wide Web contains three types of historical materials:

- [1] primary sources, i.e. collections of original historical documents and inscriptions;
- [2] synthetical reports and essays prepared by professional historians and which are usually published in professional Web-based journals;
- [3] idiosyncratic essays, polemical tracts, and document collections, prepared by non-professionals, dilettantes, and hobbyists that are often garbage in content.

Sadly, this latter trash [no. 3] permeates much of the historical materials on the Web, and students must learn to recognize each instance of poor quality and to avoid it. Many of the primary sources on the Web [no. 1] include translations of foreign language documents into English. However, these translations can be obsolete, incomplete, or idiosyncratic. Obsolete translations are superseded by more modern accurate translations published in print.

On the other hand, many professional peer-reviewed historical and academic journals [no. 2] are also published on the Web, and they are collected together into archives for easy searching and consultation. These archives include: *Jstore*® (<http://www.jstor.org/>), *Project Muse*™ (<http://muse.jhu.edu/journals/>), *Academic Press [Ideal]* (<http://search.idealibrary.com/>), and *Infotrac*™ (<http://web7.infotrac.galegroup.com/>). The College of Charleston Library subscribes to many of these archives, and they are found in the College's library catalogue under the heading, "Electronic Journals by Title" (http://www.cofc.edu/library/ej_title.html).

Students may never(!) quote from any Web pages in their papers, including translations, reports, and essays. The only exceptions are those found in the catalog of the College library's electronic journals (see above). Each violation of this rule found in a paper will receive a 3-point grade reduction.

While students may not *quote* from any Web source, they should still *freely consult* reliable Web pages (i.e., those that are authored by professionals) in order to identify issues, books, and other *printed* sources of information, which they may quote in their papers. Use these Web pages to lead you to printed books. Reliable Web pages are usually identifiable by the domain-markers ".edu" or ".ac.uk" or ".org" in their Web addresses, while much less trustworthy pages are often—but not always—identifiable by the domain-marker ".com" in their Web addresses. If in doubt about the appropriateness of any research source—either on the Web or in print—consult the instructor, and run these pages by him.

Policy on Plagiarism, Cheating, and Disruptive Behavior

As you prepare the theme paper and term paper for this course, be careful not plagiarize any of your sources. Any plagiarism, whether intentional or unintentional, whether blatant or merely inappropriate paraphrasing, will not be tolerated. If you have any questions as you prepare your assignments, please feel free to ask the advice of the instructor. **If in doubt about anything, quote it—even indirect quotations!** The Honor Code

of the College of Charleston strictly prohibits plagiarism, cheating, and attempted cheating. A student committing these offenses will be reported to the Honor Board and will flunk the course. Additional penalties may include suspension or expulsion from the college at the discretion of the Honor Board. See the *College of Charleston Student Handbook* for definitions of these offenses.

Students are reminded that eating, drinking, and smoking are prohibited in the classrooms of the College of Charleston. Students may not make or receive cellular telephone calls or accept electronic pages during the class period. Please turn off any cell phones, pagers, etc. at the start of class. During class time, the classroom is an inappropriate venue for reading newspapers, personal grooming (such as combing hair, applying makeup, etc.), and even for sleeping. (

Lectures and Reading Assignments

Class will adhere to the following course schedule. Students are responsible for the full course material through the readings below. The instructor reserves the right to alter the schedule of lectures, discussions, video presentations, and reading assignments, quizzes and exams at any time. Students should pay attention to keep up with this schedule of weekly reading assignments, regardless of any deviation in the lectures.

Week 1: January 10

Introduction

Week 2: January 15 and 17

Capitalism and the Rise of Empires, 16th to 18th Century

Spodek, ch. 13, "The Unification of World Trade," 409-441;

Longman, *Atlas*, 24-25;

Hylton, *Documents*, 222-239 (nos. 13-1–13-6);

Doughty, *Study Guide*, 16-29.

(1/17) **Video:** "The Flying Dutchmen: Brazil in the 16th and 17th Centuries" (50 mins.), OMT #1901.

Week 3: January 22 and 24

Imperialism and Population Shifts, 16th to 18th Century

Spodek, ch. 14, "Demography and Migration," 444-475;

Longman, *Atlas*, 19, 26-27;

Hylton, *Documents*, 240-254 (nos. 14-1–14-6);

Doughty, *Study Guide*, 32-43.

Week 4: January 29 and 31

The Age of Revolutions, 17th to 19th Century

Spodek, ch. 15, "Political Revolutions in Europe and the Americas," 478-516;

Longman, *Atlas*, 28, 31-32;

Hylton, *Documents*, 255-268 (nos. 15-1–15-6);

Doughty, *Study Guide*, 45-59.

(1/31) **Reading Quiz no. 1**

(1/31) **Videos:** "The French Revolution" (48 mins.), OMT #1860, parts 1 & 2.

Week 5: February 5 and 7

Industrial Expansion and Imperialism, 18th to Early 20th Century

Spodek, ch. 16, "The Industrial Revolution," 517-556;

Longman, *Atlas*, 35-38, 40;

Hylton, *Documents*, 269-287 (nos. 16-1–16-6);
Doughty, *Study Guide*, 61-75.

(2/7) **Videos:** "The Industrial Revolution" & "The Industrial World" (30 mins. ea.), OMT #1728 [tape 21], parts 1 & 2.

Week 6: February 19 and 21

Nationalism, Urbanization and Social Change, 18th to Early 20th Century

Spodek, ch. 17, "Social Revolutions," 557-591;
Longman, *Atlas*, 33-34;
Hylton, *Documents*, 288-311 (nos. 17-1–17-6);
Doughty, *Study Guide*, 76-87.

(2/20) **Last day to withdraw with grade of "W"**

(2/21) **Midterm examination**

Week 7: February 26 and 28 (Midterm Week)

The Rise of Technology and World Wars of the 20th Century

Spodek, ch. 18, "Technologies of Mass Production and Destruction," 594-637;
Longman, *Atlas*, 41-44, 46, 48;
Hylton, *Documents*, 312-338 (nos. 18-1–18-6);
Doughty, *Study Guide*, 89-102.

(3/1) **Midterm grades due in Registrar's Office**

} } } } **SPRING BREAK: MARCH 3–10** } } } }

Week 8: March 12 and 14

(3/12) **Video Report (Japan):** "Pacific Century," pt. 2, "Meiji Revolution: Meiji Asia's Response to the West" (60 mins.), OMT #2181, pt. 2.

(3/14) **Video Report (India):** "Gandhi: Pilgrim of Peace" (50 mins.), OMT #3161.

Week 9: March 19 and 21

All This and World War Two?

(3/21) **Video:** "Why We Fight: War Comes to America" (60 mins.), OMT #2708, pt. 6.

Week 10: March 26 and 28

Communism in Russia and Japanese Militancy, the 20th Century

Spodek, ch. 19, "The Soviet Union and Japan," 640-676;
Longman, *Atlas*, 45, 47;
Hylton, *Documents*, 339-362 (nos. 19-1–19-6);
Doughty, *Study Guide*, 103-115.

Week 11: April 2 and 4

Nationalism in East Asia and Southwest Asia, the 20th Century

Spodek, ch. 20, "China and India," 677-712;
Longman, *Atlas*, 45, 54;
Hylton, *Documents*, 363-371, 377-386 (nos. 20-1–20-3, 20-5–20-6);
Doughty, *Study Guide*, 117-129.

(4/2) **Reading Quiz no. 2**

Book Discussion: Fischer, *Gandhi: His Life and Message to the World*
Mukherjee, *The Penguin Gandhi Reader*

Week 12: April 9 and 11

The Middle East and North Africa, 19th to 20th Century

Spodek, ch. 21, "The Middle East and North Africa," 713-740;
Longman, *Atlas*, 39, 43, 56-57;
Hylton, *Documents*, 387-414 (nos. 21-1–21-6);
Doughty, *Study Guide*, 131-139.

(4/9) Video: "Jerusalem: Within These Walls" (59 mins.), OMT #1647.

Week 13: April 16 and 18

Africa: From Colonialism to Nationalism, the 20th Century

Spodek, ch. 22, "Sub-Saharan Africa," 741-773;
Longman, *Atlas*, 40, 56;
Hylton, *Documents*, 415-431 (nos. 22-1–22-6);
Doughty, *Study Guide*, 141-152.

(4/18) Video: "Africa: A Voyage of Discovery," pt. 7, "The Rise of Nationalism"
(57 mins.), OMT #2322 [tape 4].

(4/18) Reading Quiz no. 3

TERM PAPER DUE 4/16/02 (by end of class)

Week 14: April 23

Latin America in Transition, the 20th Century

Spodek, ch. 23, "Latin America," 774-804;
Longman, *Atlas*, 31, 55;
Hylton, *Documents*, 432-458 (nos. 23-1–23-6);
Doughty, *Study Guide*, 153-162.

(4/23) Video: "Americas," pt. 9, "Fire in the Mind" (60 mins.), OMT #2025.

Final Examination:

Sect. 005: Tuesday, April 30, 8:00-11:00 a.m.

Sect. 006: Thursday, May 2, 8:00-11:00 a.m.