

General Syllabus

Hi 114 Modern World History

This course counts toward fulfillment of the UMB diversity requirement.

Instructor: Esther Kingston-Mann

Time and location: Thursdays 4-6:30 Location: 1-0052

The Topic: This course provides a global perspective on the history of the world and the west, focusing primarily on the period 1500 to the present. We will consider how the interactions of the past have contributed to the making of the modern world by exploring such themes as economic expansion, empire, industrialization, nationalism, gender, race, labor, culture, religion, and toleration of difference.

Major themes for the semester: How were relations of political and economic power, or domination, expressed in the past, and how have they changed—or not changed—in the 20th and 21st centuries? How can we understand contemporary issues of inequality and human rights in the light of the history that this course explores?

Course Objectives:

1. To learn about key turning points and key issues in modern world history
2. To learn strategies for critical analysis of unfamiliar historical ideas, issues and problems.
3. To encourage a clearer, more grounded understanding of your own values and assumptions about the past and the present.

Required Reading

Worlds Together, Worlds Apart, *second edition* by R. Tignor et al, 2008. (Be sure to check out lower textbook price @ Amazon.com)

Chinua Achebe, Things Fall Apart

Reading Packets: \$10.00

Diversity: Students and faculty at UMB come from very diverse backgrounds. Our classroom is intended to be a place where each student is treated with respect and feels free to participate. Please let me know if there are any special concerns or issues that I should know about.

Course Requirements

- (10 points) 4 geoquizzes in the course of the semester
 - (10 points) In-class factual quiz 2/26/09
 - (20 points) Midterm essay exam including geoquiz), due 3/5/09
 - (20 points) Final Reflections
 - (20 points) Participation
 - (20 points) Response Journals: (12) 20 points
- **More on Response Journals:** On Thursdays, when class is meeting, students should prepare (in hard copy) a thoughtful response—not a summary—of the week's reading assignment (about 30 lines long). Each journal should discuss the

event, movement or individual that you found most interesting in the reading, and then link it with the major theme of the assigned chapter and reading packets.

- Each week, two students will begin our class discussion of the assigned readings by posing two questions raised by the readings or by his/her own journal.
- Bring a hard copy of your journal to class; hand it in at the end of class.

- **More on Participation:** Participation involves: Contributing to discussion and activities; asking and answering questions, demonstrating thoughtful interest in the material, and in occasional informal in-class writing assignments. If you never (or rarely) speak up in class, never (or rarely) ask questions, and never (or rarely) are able to answer questions, you will receive a low grade for class participation. If you do not put much effort into group and class activities, your participation grade will be reduced. You will occasionally have in-class writing assignments which will not be graded, but will also contribute to your participation grade.
Note: you do not have to be sure you have the right answer in order to participate, and you absolutely don't have to agree with me.

Be Sure to Keep in Mind:

1. If difficulties arise, don't wait until you are feeling overwhelmed. Come and see me during office hours: Thursday 2-3 pm or by appointment. My office number is W-5-013, phone number 287-6543; email address: esther.kingston-mann@umb.edu

2. *Deadline Policies:* Papers must be submitted in class on the dates stated in the assignment schedule. Except in dire emergencies, no late papers will be accepted unless you and I have mutually agreed upon an extension beforehand.

3. *Plagiarism :* Any evidence of plagiarism --deliberately handing in another person's material, or presenting text taken from a book, encyclopedia or web source as your own. Be sure to check as well the UMB website on plagiarism.

4. *Attendance.* You are expected to attend class regularly. You are allowed one unexcused absence; beyond that, documentation must be provided in order to receive an excused absence. Attendance will be taken and will be part of your participation grade. I plan to start and end class on time. Occasionally, you may have to be late. In that case, I would certainly prefer that you come after class has started rather than miss the entire hour. However, lateness should not become a pattern.

If you have perfect attendance but rarely if ever participate you will receive 12 points (out of a possible 20. But don't join in just for the points! Discussion is one of the best ways to learn, and to try out new ideas or interpretations.

5. *Classroom Format:* We will engage with the topic in a variety of ways –through assigned readings, lectures, films, response journals, in-class activities and discussions. Be sure to complete the assigned reading before each class; otherwise, you will be unable to take effective notes and enter into class discussion. Lectures will rarely repeat material contained in the readings.

Preliminary List of Topics:

Note: Abbreviation for textbook Worlds Together, Worlds Apart is WTWA

Part One: The Shrinking of the World, 1300-1750

General Themes: Economic Expansion, Empire, Culture, Religion, and Toleration of Difference (Chapters 10-14)

Week 1 (Jan 29) *Introduction & Overview*

Week 2 (Feb 5): *An Explosion of Global Trade and Contact: 1000-1300*

Readings: WTWA, chapter 1, pp.417-442; 450-468 (eres)

List of Major World Religions: Read entries on Hinduism, Buddhism, Confucianism, Christianity and Islam at the following link: www.omsakhti.org

Begin Packet 1:

Week 3 (Feb 12): *The Black Death Pandemic and Recovery in Afro-Eurasia: 1300s-1500s*

Readings: WTWA, chapter 2, pp. 473-508

Begin Packet 1

Renaissance link: <http://history.hanover.edu/courses/art/111ren.html>

View Giotto, Ognisanti Madonna (1310); Botticelli, Madonna of the Magnificat (1485); DaVinci, Virgin, Child and St.Anne (1510).

Geoquiz

Week 4: (Feb 19): *Changing Patterns of Contact: Commerce and Colonization: 1450s to 1600*

Readings: WTWA, 511-549

Continue Packet 1

Week 5: (Feb 26): *Worlds Entangled: Mercantilism, New Colonies, the Slave Trade & Africa; 1600-1750*

Readings: WTWA: 553-571; 590-595 Continue Packet 1:

Amistad (Film)

In-class factual quiz

Week 6: (Mar 5): *The Culture of Islamic and Chinese Empires, the European Enlightenment, the emergence of Colonial Cultures in the Americas and Oceania: 1500-1780*

Readings: wtwa: pp.599-S613; pp.617-635

Midterm due

Note: April 9: Course withdrawal and Pass/fail deadlines

Making the Best Use of Worlds Together, Worlds Apart (WTWA)

Note: There is a glossary of unfamiliar terms at the end of the textbook (pp.A1-A11)

Be sure to make use of the study guide for wtwa:

<http://www.wwnorton.com/studyspace>)

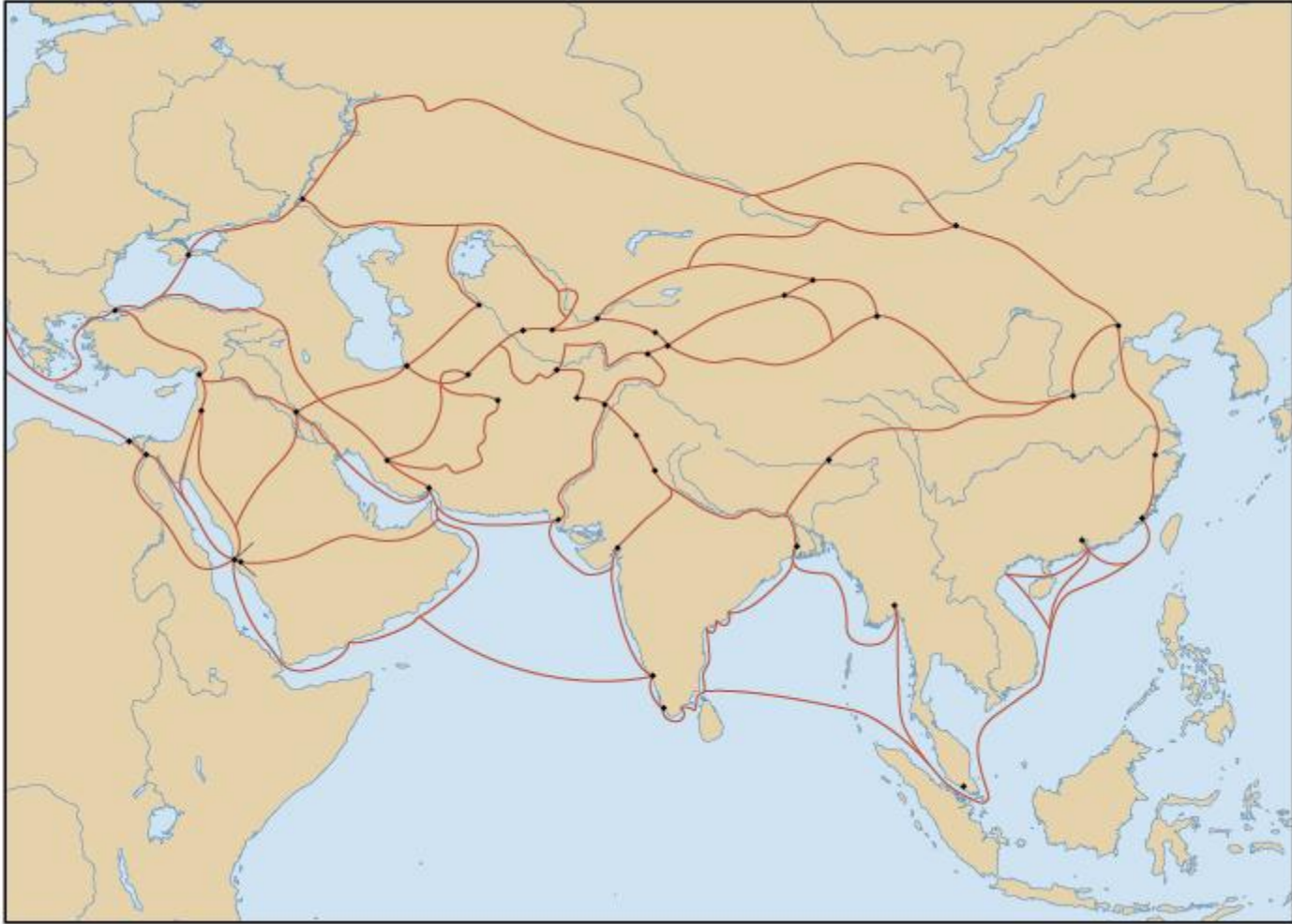
How to Use the Study Guide:

Click on <http://www.wwnorton.com/studyspace>), On the list to the left of your screen; click on History, then click on image of textbook cover. Click Enter Study space. On this site, you will find summaries and outlines for each chapter in the book. Note that Hi 114 begins with chapter 10. Click on map worksheet for that chapter and print out the blank map on Afro-Eurasian Trade, 1000-1300. On the imaps link you will find the same map, but one that includes names of key geographic locations. Study this map for the geoquiz in class on February 12.

Let me know if you have any questions or have difficulty in accessing the above information.

Background information on Esther Kingston-Mann Professor of History at UMB and Research Associate at Davis Center for Russian Affairs, Harvard University: *Teaching and Scholarly Interests:* Inclusive history: Modernization and Development; Women, privatization and property rights across cultures; teaching diverse students. *Publications include:* "Claiming Property: The Soviet-era Private Plots as "Women's Turf" (2006), [In Search of the True West: Culture, Economics and Problems of Russian Development](#) (1999); [Achieving Against the Odds: How Scholars Become Teachers of Diverse Students](#) co-edited with Tim Sieber (2001) If you are still curious, check out my website (still very much still in process) : www.faculty.umb.edu/esther_kingston-mann/html/main.html

Afro- Eurasian Trade, 1000–1300



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