

World Civilizations, 1500 to the Present

Mr. Samuel J. Richards, MA

Class Meets: MW 7-8.15pm, TC129

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Office Hours: W 5-6.30pm, or by appointment

Overview:

Understanding the past is fundamental to understanding the way our society functions today. In an attempt to understand our modern world of complex nation-states and alliances, high-tech gadgetry, and rapid travel, this course will analyze selective religious, political, economic, military, and social components of culture in Asia, Africa, Europe, and the Americas in the last 500 years using the historian's craft. Like historians, students will hone critical thinking and analytical writing skills valuable in all facets of life.

Objectives:

1. Analyze how culture, institutions, problems, and advancements of the modern world have developed.
2. Explain the influence of the past on our world, country, and individual lives.
3. Refine critical thinking skills through reading, writing, discussion, analysis, and synthesis.
4. Formulate essays with a clearly developed and supported thesis statement.

Readings:

Craig et al., *The Heritage of World Civilizations: since 1500*, vol. 2. [copy on reserve in Blackwell Library]

Bernal Diaz, *Conquest of New Spain*.

Jonathan Swift, *A Modest Proposal*.

Adam Hochschild, *King Leopold's Ghost*.

Robert Graves, *Good-Bye to All That*.

Peter Mayne, *A Year in Marrakesh*.

Some reading assignments listed in the course schedule are available on reserve at Blackwell Library. Other documents are accessible online. You can access online readings by going to faculty.salisbury.edu/~sjrichards and clicking "E-readings."

Requirements:

A = Excellent; B = Very Good; C = Satisfactory; D = Marginal Achievement; F=Failure

In-class writings	10%	Exam 1	18%
Book seminar participation	10%	Exam 2	18%
Presentation	14%	Papers (3 total)	30%

Your class grade will include one **in-class presentation** that must involve and clearly use outside books and/or journal articles. In addition, your presentation will require use of "smart classroom" technology (e.g. PowerPoint, Elmo, et cetera).

Reading assignments proscribed in the syllabus should be completed for that class. Each of you should arrive prepared for class and to support each other. Participation means engaging in active learning, not passive classroom "citizenship." **Class attendance** will count toward your grade. More than three absences during the semester will result in a lower grade (e.g. an "A" will become a "B" and each additional absence after 3 will continue to lower your grade).

Dates for the examinations and assignments are *firm*. Extensions are *rarely* granted. If you have any problems with the examination or due dates, please speak with the instructor in *advance* of said date. There will be **NO** extensions on the day. You will find me more reasonable when given advance notice. All assignments are due as noted on the syllabus.

Papers: Students will write short (4-5 pages) papers on 3 of the assigned books this semester (3 total). The papers will serve as a springboard for discussions. Detailed instructions are included in the "Writing Across the Curriculum" and course schedule sections below. **A hard copy of papers must be submitted during class on the designated date. Students must also submit an electronic copy to the instructor's university Email by 6.30pm on the designated due date.** Students who fail to submit both copies as scheduled will have their paper grade reduced by $\frac{1}{4}$ (e.g. a 60% becomes a 45%).

Food is not to be consumed during class (beverages welcome). Our purpose is learning. Please do not bring: pagers, cell phones, etc.

****Due dates for readings, papers, and exams are noted in the course schedule.****

Writing Across the Curriculum:

Writing is one of the most important skills you can learn at college. As a result, SU has adopted a university-wide policy that enforces writing in all courses throughout the curriculum. Each and every one of you will refine this important skill through papers, essay exams, class notes, and periodic exercises.

You will write a four to five page essay about three of the books we read for class. When writing your three papers, it is important to remember that there are many sources available for your use via the internet, Blackwell Library, or College Park's McKeldin Library through interlibrary loan. Librarians can assist you when ordering a book from an off-campus library. If you have questions, please stop by during my office hours!

The most important thing to remember: Use the entire writing process! Do not turn in the first drafts of your papers. That means you need to outline your ideas, write them down, and revise (and revise) them. A first draft is not a final draft. Well-written papers with solid content (clear thesis) stand out! Conveying ideas in a precise manner is one of the most important aspects of history and other fields. You must cite the sources you use – including e-texts and web-based information, as well as traditional forms of published information. I will be happy to look over papers handed in at least one week before the due date if you have concerns about the work.

For your 3 papers, I require you to use either footnotes or parenthetical citations; follow the form denoted by Kate Turabian in the *Chicago Manual of Style*. In addition, I expect all of your papers and essays to have a **thesis statement** and a solid argument.

Academic Integrity:

The best learning environment is one based on mutual respect and trust. However, the desire to achieve a good or passing grade without doing the necessary work may tempt some students to cheat on exams or to represent the work of others as their own. As should be obvious to anyone at Salisbury University, PLAGIARISM AND CHEATING ARE WRONG and are acts of "academic dishonesty." Examples include:

- (1) Plagiarism: presenting as one's own work, whether word for word or in paraphrase, the words or ideas of a website or another author. All sources of information used must be properly cited.
- (2) Cheating on exams, tests, and quizzes, including copying from others, the wrongful giving or receiving of unauthorized exam material, and the use of illegitimate sources of information (e.g., "cheat sheets");
- (3) Unsanctioned collaboration with other individuals in the completion of course assignments, including examinations;
- (4) Falsifying data and use of fraudulent methods in laboratory, field work, and computer work;
- (5) Falsifying excuses for non-attendance or completion of assignments.
- (6) Turning in the same paper for multiple courses.

While some students may try to rationalize or justify these acts as expedient, they are wrong and there are no mitigating circumstances to excuse them. Individuals who engage in academic dishonesty damage the learning environment and their own integrity and character. **If you are unclear about what constitutes academic dishonesty, including plagiarism, please ask: ignorance is no excuse.** Discovery of academic dishonesty results in stiff penalties for the offender, including a failing grade for the assignment in question and probably a grade of F for the course. **The maximum penalty at Salisbury University for plagiarism is expulsion from the entire University System of Maryland, so for your own sakes, DO NOT PLAGIARIZE.** The university catalogue and student handbook provide further details.

Schedule of Classes and Assignments:

*This schedule is subject to change with notice from the instructor.

Unit 1: INTRODUCTION

- Sep 3 **General Overview; The World We Have Lost**
Review syllabus and Laslett handout
- Sep 8 **The Age of Exploration** (lecture)
Read course syllabus; Craig et al, chapter 17 (pp. 490-495)

Unit 2: EARLY MODERN WORLD

- Sep 10 **Eastern Empires: the Ottomans** (lecture)
Read Craig et al, chapter 21 (pp. 644-659)
Related Subtopics: Suleiman the Magnificent, "Osman's Dream," Shari'a, 5 Pillars of Faith, Blue Mosque of Tabriz
- Sep 15 **Eastern Empires: Mughals and China** (lecture)
Read Craig et al, chapter 19 (pp. 562-577) and Chapter 21 (pp. 660-670)
Related Subtopics: Babur, Sunni Islam, Din-i-Ilahi, Jahangir, Agra fort, Taj Mahal, Grand Canal, Great Wall, Forbidden City
- Sep 17 **Europe Transformed: Rebirth of Art and Science** (lecture)
Read Craig et al, chapter 16 (pp. 456-487); "The Crime of Galileo," (1633)
available at <http://faculty.salisbury.edu/~sjrichards>, click "E-readings."
Related Subtopics: da Vinci, Michelangelo, Galileo, Copernicus, Medici, Florence, el Duomo
- Sep 22 **Europe Transformed: Religious Revolution** (lecture)
Read Craig et al, chapter 17 (pp. 490-527); Martin Luther, "Against Catholicism," (1535) available at <http://faculty.salisbury.edu/~sjrichards>, click "E-readings."
Related Subtopics: St. Peter's, Leo X, Luther, Diet of Worms, Calvin, Geneva, Excommunication, Henry VIII, Elizabeth I
****First day of in-class presentations****
- Sep 24 **Induction to Africa** (lecture/seminar)
Read Craig et al, chapter 15 (pp. 432-495)
Related Subtopics: Prester John, Henry the Navigator, Great Mosque at Jenne, Mansa Musa, Great Zimbabwe, Cape Colony (South Africa)
- Sep 29 **Costs of Conquest** (seminar)
Read Diaz, *The Conquest of New Spain* (entire)
 - ****DUE PAPER OPTION ONE: 4-5 page paper on The Conquest of New Spain, answering one of the following:**
 - Cortes described the Aztecs incredible devotion to their deities. He wrote: "Thus they have an idol that they petition for victory in war; another for success in their labors; and so for everything in which they seek or desire prosperity, they have their idols, which they honor and serve." In what ways does religion play a role in Diaz's account of the Spaniards' conquest of central Mexico?
 - How are Diaz's accounts of Moctezuma similar or different from Hernado Cortes' "Second Letter to Charles V" (1520) available at <http://faculty.salisbury.edu/~sjrichards>? Pay particular attention to the possibility of author's bias in both sources.

Unit 3: POLITICAL AND INTELLECTUAL REVOLUTIONS

- Oct 1 **Absolutists Enjoy the Best, Cake for the Rest** (lecture)
Read Duc de Saint-Simon, "The Court of Louis XIV," (n.d.) and The Duchess of Orleans, "Versailles Etiquette," (1704) both available at <http://faculty.salisbury.edu/~sjrichards>, click "E-readings."
Related Subtopics: *Palace of Versailles, Oliver Cromwell, Peter the Great, Divine Right of Kings*
- Oct 6 **Revolutions of the Mind: Science and Enlightenment** (lecture)
Read Craig et al, chapter 22 (pp. 674-705); Voltaire, "A Treatise on Toleration," (1763) available at <http://faculty.salisbury.edu/~sjrichards>, click "E-readings."
Related Subtopics: *Adam Smith, Thomas Paine, Mary Wollstonecraft*
- Oct 8 **An enlightened, but modest, proposal?** (seminar)
Read Swift, *A Modest Proposal* (all)
 - ****DUE PAPER OPTION TWO: 4-5 page paper on A Modest Proposal, answering the following:**
 - The narrator initially seems a logical man. However, his suggestions for change quickly become complete satire. How are Swift's proposals a critique of Ireland's political, social, and economic shortcomings during the early Enlightenment? Who does Swift blame for the problems?
- Oct 13 **Political Revolutions in the Atlantic Community: France & America** (lecture)
Read Craig et al, chapter 23 (pp. 706-741); "Declaration of Independence," available at <http://faculty.salisbury.edu/~sjrichards>, click "E-readings"
Related Subtopics: *Continental Congress, La Fayette, Bastille, Estates General, N. American beaver trade, Seven Years War/French and Indian War*
- Oct 15 **Exam 1** (units 1-3)

Unit 4: AGE OF EMPIRE, INDUSTRY, AND NATIONALISM

- Oct 20 **Reading Day**, no class. Please use this time to begin *King Leopold's Ghost*.
- Oct 22 **The Complex Napoleon** (lecture)
Read Craig et al, chapter 22 (pp. 722-730); Napoleon, "Account of the Internal Situation of France," (1804) available at <http://faculty.salisbury.edu/~sjrichards>
Related Subtopics: *La Grande Armée, Elba, cause of Napoleon's death*
- Oct 27 **Imperialism: Africa as Case Study** (seminar)
Read Hochschild, *King Leopold's Ghost* (all); Kipling, "The White Man's Burden," (1899) available at <http://faculty.salisbury.edu/~sjrichards>, click "E-readings"
 - ****DUE PAPER OPTION THREE: 4-5 page paper on King Leopold's Ghost, answering one of the following:**
 - Hochschild quotes Roger Casement as insisting to Edmund Morel, "I do not agree with you that England and America are the two great humanitarian powers.... [They are] materialistic first and humanitarian only a century after." What evidence supports or refutes Casement's judgment? Would Casement be justified in making the same statement today?
 - "Imperialism in its purest form may cause pain in the short term in darkest Africa, but in the long term will bring light to the jungles and the natives will thank us for the benefits that ensue: first, bringing Christianity to a heathen population otherwise destined to Hell; second, we will bring modern commerce, with all of its material benefits; finally, we will introduce sound governments and bring an end to the constant warfare that plagues those unfortunate people." Discuss this quotation with specific reference to the situation described in *King Leopold's Ghost*. You must develop a specific argument that considers the ideal of imperialism as reflected in the above quote, with King Leopold's version of imperialism in theory and in reality in the Congo.

- Oct 29 **Industrial Revolution: Capitalism and the Response** (lecture)
Hammonds, *The Town Labourer*, chapters VI and IX, available on reserve at Blackwell Library; Faraday, "Observations on the Filth of the Thames," (1855) available at <http://faculty.salisbury.edu/~sjrichards>, click "E-readings"
Related Subtopics: *Great Exhibition, James Watt, Karl Marx and "The Communist Manifesto," Andrew Carnegie, Chartism, Peterloo Massacre*
- Nov 3 **The Birth of Nationalism** (lecture/seminar)
Read Craig et al, chapter 23 (pp. 742-775); Gellner, *Nations and Nationalism*, chapter 4, available on reserve at Blackwell Library; Hobsbawm and Ranger, *The Invention of Tradition*, chapter 1, available on reserve at Blackwell Library
Related Subtopics: *Sinn Fein, Franz Josef, Black Hand, Victor Emmanuel II, tartanry, Otto von Bismarck*
- Nov 4 **ELECTION DAY!** Don't forget to vote.

Unit 5: OUR INTERNATIONAL WORLD (20th CENTURY)

- Nov 5 **The Great War, 1914-1918** (lecture)
Read Craig et al, Chapter 29 (pp. 934-950)
Related Subtopics: *Wilfred Owen, Battle of the Somme, Siegfried Sassoon, "All Quiet on the Western Front," Kaiser Wilhelm II, von Schlieffen Plan, No Man's Land, post-war baby boom*
- Nov 10 **Good-Bye to All That** (seminar)
Read Graves, *Good-Bye to All That* (all)
• ****DUE PAPER OPTION FOUR: 4-5 page paper on Good-Bye to All That, answering one of the following:**
 - After reading Graves' account of World War I, view filmmaker Peter Weir's 1981 *Gallipoli*. Discuss the authors'/filmmakers' views on the subtle, more personal, psychological aspects of war—particularly World War I—on soldiers. In what ways are British soldiers identified as especially susceptible to damage from the Great War?
 - Graves wrote, "I used to speculate on which of my contemporaries would distinguish themselves after they left school. The war upset these calculations." Identify ways the aforementioned quote applies to the author's purpose of saying: *Good-bye to All That*. Justify Graves' belief that Britain's—more particularly his classmates'—futures were forever altered by World War I.
- Nov 12 **Totalitarian Demands, 1939-45** (lecture)
Read Craig et al, chapter 31 (pp. 982-1011)
Related Subtopics: *Fascism, Nazism, Atomic Bomb, Marshall Plan, Rosie the Riveter, Neville Chamberlain and "Peace in Our Time," u-boats, Holocaust, Dr Josef Mengele*
- Nov 17 **War turns Cold** (lecture)
Read Craig et al, chapter 32 (pp. 1014-1053)
Related Subtopics: *Yalta, Space Race, Berlin Wall, NATO, Warsaw Pact, Domino Theory, Joseph McCarthy and HUAC, Iron Curtain*
- Nov 19 **"Dr. Strangelove"** (film)

- Nov 24 **20th Century U.S. Social Movements** (lecture)
Read Baldwin, “My Dungeon Shook”; Mr. Miller of Nebraska addressing the U.S. House of Representatives regarding Homosexuality, “Congressional Record”; Simone de Beauvoir, “The Second Sex,” all available at <http://faculty.salisbury.edu/~sjrichards>, click “E-readings”
Related Subtopics: “*Feminine Mystique*,” NOW, Phyllis Schlafly | “Letter from Birmingham Jail,” Black Panthers, Freedom Riders, Brown v. Board of Education | Stonewall Riots, Evelyn Hooker, “The Well of Loneliness” | hippies/beatniks, Students for a Democratic Society, Student Non-violent Coordinating Committee
- Nov 26 **Thanksgiving Break**, no class
- Dec 1 **Anti-colonialism: British Empire as Case Study** (lecture)
Read UK Parliament, “Statute of Westminster,” (1931); UN, “Declaration on Granting Independence to Colonial Countries and Peoples,” (1960) both available at <http://faculty.salisbury.edu/~sjrichards>. Click “E-readings.”
Related Subtopics: *Commonwealth of Nations, Gandhi and India, Pierre Trudeau & Canada, Australian Republican movement, Harold Macmillan and “Wind of Change” (1960), Palestinian Mandate, Falklands War (1982), Handover of Hong Kong (1997)*
- Dec 3 **A Tiger Lurks on the Pacific Rim** (lecture)
Read Craig et al, chapter 33 (pp. 1054-1087)
Related Subtopics: keiretsu and shuntō, Ministry of International Trade and Industry, “Golden Sixties,” Kaname Akamatsu and the “flying geese paradigm,” Japan Aerospace Exploration Agency
- Dec 8 **Arab Africa: A Visit to Morocco’s Alleys** (seminar)
Read Peter Mayne, *A Year in Marrakesh* (all)
 • ****DUE PAPER OPTION FIVE: 4-5 page paper on A Year in Marrakesh, answering one of the following:**
 ○ In spring 2008 The Pew Forum webpage stated: “Trends suggest that religion’s public impact has increased worldwide, with major policy and security implications for the U.S. and the world. Religion exerts considerable influence on democratic transitions, and religious political parties and movements have garnered significant popular support in a variety of democracies.” To what extent did religion appear to influence Marrakesh as described by Mayne? To what extent does religion influence the region today?
 ○ Why might a geographer argue Morocco’s physical location is ideal for facilitating cultural diffusion? How does Mayne’s experience support or refute diffusion’s place in Morocco?
- Dec 10 **Oh! Jerusalem... Conflict and Confrontation in Southwest Asia** (lecture)
Read Brummett, chapter 34 (pp. 1002-1039); Huntington, “The Clash of Civilizations?,” available on reserve at Blackwell Library or at <http://faculty.salisbury.edu/~sjrichards>, click “E-readings”
Related Subtopics: 1967 Arab-Israeli War/1973 Arab-Israeli War, Yasser Arafat, Yitzhak Rabin, Oslo Accords, Fatah-Hamas Conflict
- Dec 13 **Reading Day**
- Dec __ **Exam 2** (units 4 and 5); 7-9.30pm—*Per university Registrar’s schedule. Check the Registrar’s website and “The Flyer” closer to exam week!*
- Dec 19 **Term Ends**

In-Class Presentation

Fourteen percent of your term grade is derived from one **in-class presentation** that must involve and clearly use outside books and/or journal articles. In addition, your presentation will require use of “smart classroom” technology (e.g. PowerPoint, Elmo, et cetera). The task is described more thoroughly below.

International Hall of Recognition

The United Nations General Assembly has announced the establishment of an International Hall of Recognition. The Hall will honor ten individuals deemed most influential in history since 1500.

You have been asked to nominate a candidate whose statue or depiction you believe is worthy of being placed in the Hall. Your task is to select and research the life of your chosen nominee.

You must then prepare a short (5-10 min.) nominating presentation persuading the audience (your classmates) why your nominee should be among those deemed most influential in the last 500 years. You must specifically identify their key contributions to, or influences on, civilization.

Your product will be scored using the rubric below:

	Use of Persuasion 25	Historical Accuracy 30	Presentation Neatness & Spoken Clarity 20	Submitted Written Bibliography 25
Exemplary (100-90%)	Used in a highly effective manner (25-22)	Completely accurate or a single detected error (30-27)	Exceptionally neat and easy to follow with no grammatical errors / audible and well-spoken (20-18)	Clear written list of sources accurately following <i>Chicago Manual of Style</i> (25-22)
Satisfactory (89-70%)	Used in a generally effective manner (24-17)	Generally accurate, minor inaccuracies do not affect overall result (26-21)	Generally neat, minimal grammatical error / somewhat audible (17-14)	Clear written list of sources partially following <i>Chicago Manual of Style</i> (24-17)
Wanting (69-50%)	Used in a somewhat effective manner (23-12)	Inaccurate, numerous errors detract from results (20-15)	Somewhat neat, moderate grammatical errors / difficult to hear or understand (15-7.5)	Unclear written list of sources with no clear style manual used (23-12)
Failure (49-0%)	Ineffective (11-0)	Major inaccuracies, significant errors throughout (14-0)	Unclear and impossible to follow, profuse errors / unable to hear or understand (14-0)	Poor or no bibliography submitted (11-0)

A sign-up sheet will be posted in class on September 8th. Typically we will have one or two presentations at the end of class each time we meet. Presentations will begin September 22nd. Your due date is the date you sign-up for!

Prior to presenting, your “submitted written bibliography” should be handed to the instructor. The bibliography should list all sources used in order to formulate your nomination.