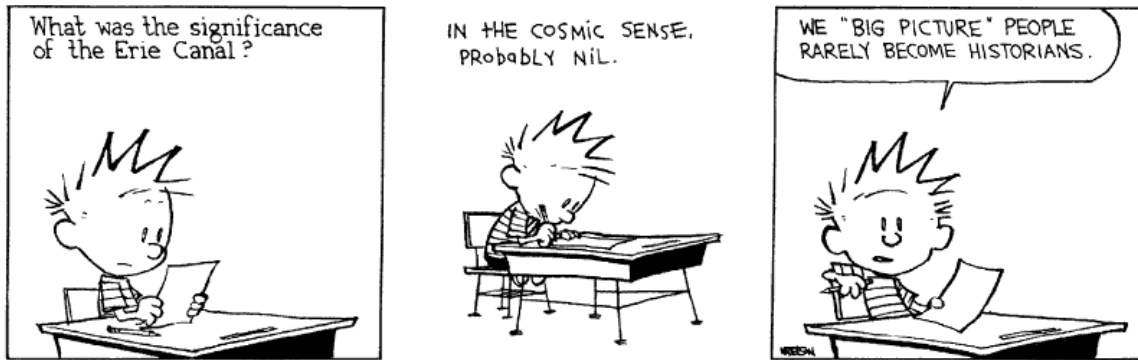


Macalester College (Spring 2016)  
**HIST 180-01: Going Global: The Experiment of World History**

Class Meetings: *Old Main 009*  
MWF 9:40-10:40

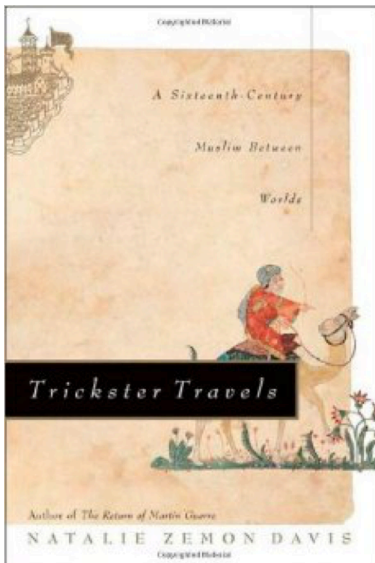
**Professor Rebecca Church**

Office: Old Main 306  
Hours: MW 11am-noon or by appt.  
Phone: 651-696-6254 (office) 226 4967 (cell)  
Email : rchurch@macalester.edu



**Course Trajectory & Objectives**

Welcome to World History! This relatively young discipline is the brainchild of bold, “Big Picture” thinkers. In this course, we follow these trail-blazers to every corner of the globe and across the grandest expanses of time, all the way from the emergence of *Homo sapiens* to the year 2014. Such a sweeping survey of human history invites us to look beyond chronological, national, cultural and geographic boundaries. It also forces us to sharply rethink the methodology of traditional historians. Natalie Zemon Davis, author of *Trickster Travels* and a master at reshaping historical methodologies, lets us travel across geographic and cultural boundaries in the 15th-century Mediterranean with Leo Africanus aka al Hasan al Wazzan.



“Through [Leo the African's] example, I could explore how a man moved between different polities, made use of different cultural and social resources, and entangled or separated them so as to survive, discover, write, make relationships, and think about society and himself.”  
(Natalie Zemon Davis, p. 11)

Our goal this term is to evaluate how twenty-first century historians self-consciously reconstruct the past. ***This is a different goal than usual for a history course.*** Instead of

asking you to take history at face value as a tried-and-tested discipline, I am inviting you to question what a historian does, to ask how this has changed over time, and ponder different frames. The three central themes, and questions, of this course are:

- 1. EVIDENCE:**      **How do we know (or do we know) what happened in the past?**
- 2. “STORIES”:**     **How do our current concerns shape the questions we ask about the past?**
- 3. BIG PICTURE:**   **What broad patterns can we see repeated across human history?**

Throughout our *critical* survey of world history, we will assess the usefulness of (and potential problems with) the concepts of civilization, empire, and nationstates. We will take deep dives into specific times and places and some recurring themes in human history (war, famine and disease, migrations, global trade networks, cultural exchange/hegemony/purity, environmental degradation, for examples) and asking what broad lessons might we learn from these.

#### **Required Texts**

1. Robert Strayer, *Ways of the World: A Brief Global History, Combined Version* (WoW)
2. Peter N Stearns, ed., *World History in Documents: A Comparative Reader* (WHinD)
3. Natalie Zemon Davis, *Trickster Travels: A sixteenth-century Muslim between worlds* (Travels)

#### **CLASS FORMAT**

On Mondays, class will consist of lectures/discussion, guest speakers, video screenings or full-group activities. You will be quizzed on 30-40 pp. of assigned reading from Strayer’s WoW. ***You are strongly encouraged to take notes in class.*** The lectures and activities are designed to supplement, NOT to replace the reading; material from in class will appear on the final exam.

On Wednesdays, we will focus on selected primary source documents in Stearns’ WHinD and/or a thought piece related to a theme or specific time/place (total 30-40 pp.). We will practice how to analyze the sources historically and do some in-class writing.

On Fridays, we will have a sort of lab session/workshop where we discuss and debate the ***reconstructed stories*** and ***evidence*** of historians, focused on 20-30 pp. of Davis’ Travels or another topical reading, led by a student. Before class, everyone should have posted to the class forum on the week’s readings.

**Note that you will have about three chapters of assigned reading each week (100-120 pp.). Also you will have a quiz or reflective post due almost every class period.**

#### **THE SIX GRADED COMPONENTS OF THIS COURSE AT A GLANCE**

I. Writing (Original Interpretation): 35% of your final grade

1. In-class or online informal writing (25%), 13

\*2. Essay interpreting a Primary Source (10%), 3-5 pp., **due March 9th.**

- II. Participation: 30% of your final grade
  - 3. Attendance (10%)
  - 4. Class/Discussion Contributions (20%)
- III. Tests (Factual Interpretation): 35% of your final grade
  - \*5. Cumulative Final Exam (35%), covering 5,500 years of world history!
  - 6. Quizzes, either 0 or 35% of your final grade, 13

The quizzes in this course have been planned to add up to the same number of points as your final exam. If you accumulate enough points from your quizzes, you may opt to replace your final exam grade with your cumulative quiz score. Or, if your quiz grades have been poor, you may opt to take the Cumulative Final Exam and raise your grade. For instance, if you have acquired 260 points out of 300 possible points on the quizzes, or 87%, you may choose to have all of your quizzes count in place of your final exam, for a “Cumulative Final Exam” grade of B+, or take the exam in hopes of raising your grade to an A. If the former, ***the quizzes are intended as study guides to help you focus on important details of the reading, and will not affect your grade.*** If you take the final, I will take the higher of your quizzes or your final exam.

### DEADLINES & SPECIAL CLASSES

Friday, March 11: No class meeting, watch film (tba)

\*\*March : *Essay* due, at start of class (note: this is before spring break)

FINAL EXAM (TBA)

### CLASSROOM ETIQUETTE

--Please be respectful: anything that would distract others is not respectful. This includes phones and live (or dead) animals.

--Laptops are not permitted in class except by permission.

--Attendance is necessary to get the most of this class and to get a decent grade. Our discussions will be the heart of our learning.

--Class discussions, online and in class, let us stretch our mental wings. Both of these should be safe but brave spaces, so we can look at truly awful things, talk about really controversial ideas, and challenge ourselves and our assumptions, because we know that within these frames, we'll be respected and respectful, we'll listen and be listened to, and no feelings expressed will be taken outside.

-- Late assignments happen, but talking to me ahead of time is respectful, mature, and appreciated--and will help your grade!

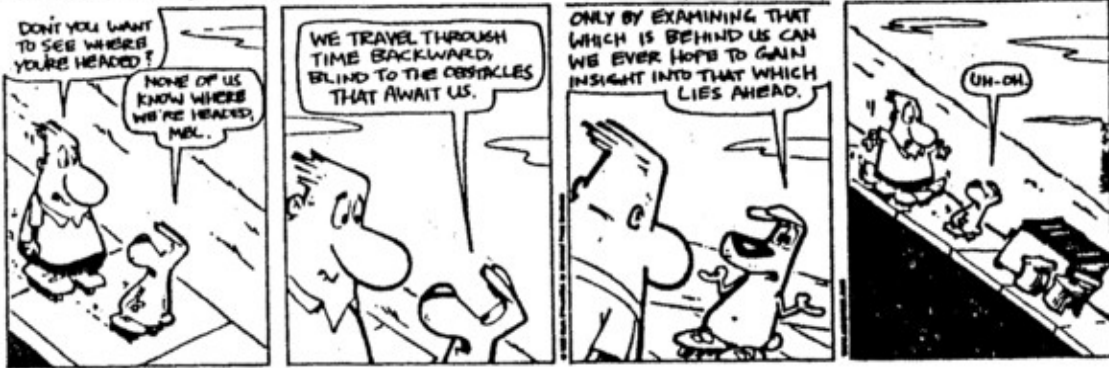
--Honor Code: Macalester College is committed to the principles of intellectual honesty and integrity. All members of the community are expected to maintain complete honesty in all academic work, presenting only what is their own work in tests & assignments. Plagiarism will result in dismissal from class with a failing grade. We'll talk about what is and isn't plagiarism.

--***Nota Bene:*** I have office hours shortly after every class. Please come see me! Tell me about yourself, how you got here, how you like the winter, what you think of the syllabus, what you hate about history. I can tell you the same. If you come in to chat early in the semester, it will be so much easier to chat when things get hairy (as they do) later in the semester.

Students with significant **athletic or extracurricular commitments, disabilities, chronic illness, or concerns about study skills** please let me know early on so we can work out accommodations. On campus, you can find additional information and assistance from Associate Dean of Students Lisa Landreman at the Office of Student Affairs, 119 Weyerhauser,

651-696-6136, [llandrem@macalester.edu](mailto:llandrem@macalester.edu). You can also find **one-on-one assistance with writing** from peer tutors and professional counselors at the MAX Center, Kagin Commons (x6121 daytime or x6193 evening to make an appointment).

**CITIZEN DOG** By Mark O'Hare



## SCHEDULE OF ASSIGNMENTS & LECTURES

*Readings and assignments are due at the beginning of class on the date listed.*

### **I. A BEGINNING: “CIVILIZATION” (3500 BCE – 1500 CE)**

#### **Week One: A Question of Framing: Recurring themes in Global Context**

Fri. 1/22: Introduction: Why History? Why World History?

#### **Week Two: Early Civilizations: The Prototypes (3500 – 500 BCE)**

Mon. 1/25: The Emergence of Civilization in Mesopotamia & Egypt

**Due: WoW pp. 2-9 (Big Pic.) & Ch. 2 pp. 59-90 (Cities, states...)**

Wed. 1/27: Primary sources: law, politics, and civilization in the ancient world. What is civilization?

**Due: Online (Gilgamesh extract); WHinD: Intro, Chapters 2 and 3, 1-9, 25-40 (Comparing Laws and Political Ideals)**

Fri. 1/29:

**Due: Online: Chaos Theory and Western Civilization by Lawrence Birken**

#### **Week Three: Early Civilizations: Culture and Religion (500 BCE – 500CE)**

Mon. 2/1: Culture in the age of religion.

**Due: WoW pp. 132-140 (Big Pic.), Ch. 5 pp. 189-214 (Eurasian Cultural Traditions)**

Wed. 2/3: Primary Sources: Age of Religion

**Due: WoW: Doc. 5.2, pp. ; WHinD: , Ch. 7, pp. 68-78 (Buddhism and Christianity)**

Fri. 2/5: Why is Davis interested in Leo Africanus/al Hasan al Wazzan? What can his story tell us?

**Due: Travels: Introduction, pp. 3-13, Online: Conversing with the Minority by Monica Green**

#### **Week Four: On the edges of Civilization?: Mongols, Turks, and Vikings (600–1500 CE)**

Mon. 2/8: Pastoral Peoples Break Out / Essay Assigned

**Due: WoW pp. 324-330 (Big Pic), Ch. 8 pp. 333-355 (Commerce and Culture), and Ch. 11, pp. 495-500 (World of Islam as a New Civilization)**

Wed. 2/10: Islamic civilization vs. the religion of Islam

**Due: Wow doc. 11.1, 11.4, Visual Sources, pp. .512-519, and WHinD Ch. 8, pp. 82-88, (Religion and the State)**

Fri. 2/12: The world of Islam, *dar al Islam*

**Due: Travels Ch. 1, pp. 15-54 (Living in the Land of Islam)**

### **II. A COMPLICATED DEVELOPMENT: “EMPIRE” (500 BCE – 1750 CE)**

#### **Week Five: Early Empires: The Prototypes (500 BCE – 600 CE)**

Mon. 2/15: Competing and Collaborating Civilizations!: Persia and the Greeks and Romans

**Due: WoW Ch. 4, pp. 143-168 (Eurasian Empires) and Ch. 6, pp. 237-259 (Social Hierarchies)**

Wed. 2/17: Synchronism, the cult of Mithra and Christianity

**Due: WHinD Ch. 6 pp. 58-67 (Military Roles in China and Rome) and**  
**Online: (Inequality in Premodern Society)**  
Fri.: 2/19: World of War, *dar al harb*  
**Due: !Essay Rough Draft! Travels Ch. 2, pp. 54-87 (Living in the Land of War)**

**Week Six: Empires: (600 – 1100 CE)**

Mon. 2/:22 Islam and the Arab Empire  
**Due: WoW Ch. 10, pp. 425-438 (Worlds of Christendom) and Ch. 11, pp. 480-488 (Worlds of Islam)**  
Wed. 2/24: Interrogating “empire”  
Fri. 2/26: How does al Hassan al Wassan become Leo Africanus?  
**Due: Travels Ch. 4, pp. 88-108 (Writing in Italy)**

**Week Seven: Destroying and Reordering Empires?**

Mon. 2/29: From Crusader Kingdoms to the Mongols and Ottomans,  
**Due: WoW Ch. 10 pp. 438-448, & Ch. 11, pp. 488-500, and Ch. 12, pp. 521-547 (The Mongol Moment)**  
Wed. 3/2: Questioning Chronology: What is similar and different about early versus modern moments of violence?  
**Due: Online ch. 12 (Confronting Human Aggression, pp. 396-426); Virginia Wolff *Three Guineas*, ch. 1**  
Fri. 3/4: Forming and manipulating identities  
**Due: Travels Ch. 4, pp. 109-124 (Between Africa and Europe) and Ch. 5 pp. 125-152 (Conceiving Africa)**

**Week Eight: Imperial Growing Pains: New, or same old? (1450-1750 CE)**

Mon. 3/7: Mixtures & Alliances in the Americas, & Columbian Exchange  
**Due: WoW pp. 618-622 (Big Pic) & Ch. 14 pp. 625-651 (Empires & Encounters)**  
Wed. 3/9: Empires on the Seas  
**Due at start of class: ESSAY on two primary sources; Online *After Tamerlane***  
Fri. 3/11 **NO CLASS! View film on Africans in Iran-post answers to questions online by Monday 3/21**

**HAPPY SPRING BREAK!!!**

**III. AN INEVITABLE END?: “REVOLUTION” (1750 CE – present)**

**Week Nine: Exhibit A: Modern Europe—The Prototype? (1750-1914 CE)**

Mon. 3/21: Internal Rebellions  
**Due: WoW pp. 689-693, Ch. 16, pp. 697-729 (Atlantic Revolutions...)**  
Wed. 3/23: Revolt across the Atlantic-Empire Fracturing  
**Due: WHinD ch. 21, pp. 219-231 (The Age of Atlantic Revolution) perspectives, pp. 237-281**  
Fri. 3/25: Inquisition and Conversion  
**Due: Travels Ch. 7, pp. 191-222 (Curiosity and Connections)**

**Week Ten: 19<sup>th</sup>-century Revolutions**

Mon. 3/28: From Politics to Economics: Industrial Revolution and Marxist Revolution  
**Due: WoW & Ch.17, pp. 737-774 (Revolutions of Industrialization)**

Wed. 3/30: What were the consequences of war for E.M.'s family?

**Due: WhinD Ch. 26, 278-287; Online: tba**

Fri. 4/1: Duality, in Finding similarity and difference

**Due: Travels Ch. 8, pp. 223-244 (Translation, Transmission, and Distance)**

#### **Week Eleven: Exhibit B: 20<sup>th</sup>-Century Revolutions (1914-now)**

Mon. 4/4: From Socialism to Communism and Fascism

**Due: WoW pp. 873-877 (Big Pic), & Ch. 20, pp. 881-920 (Collapse at the Center)**

Wed. 4/6: Questioning Chronology: What is similar and different about early versus modern revolutions?

**Due: Online: Sanders, et al., ch. 7: Wealth & power, pp. 197-234: Smith, Crabtree, Ure, Marx & Engels, Carnegie, Veblen, Witte)**

Fri. 4/8: Constructing Identity across Space and Time

**Due: Travels Ch. 9, pp. 245-260, (The Return) and Epilogue, pp. 261-272**

#### **Week Twelve: Modern Revolutions into 21<sup>st</sup> Century**

Mon. 4/11: The End of Empire?

**Due: WoW Ch. 22, pp. 975-1010 (The End of Empire)**

Wed. 4/13: Questioning Chronology: What is similar and different about early versus modern empires?

**Due: WHinD ch. 33-34, pp. 370-396: Issues of Cultural Identity, Women and Global Change, Global Consumerism and it Discontents**

Fri. 4/15: Modern Globalism versus pre-modern globalism

**Due: Online:**

### **IV. AN ALTERNATE STORY: Globalism then and now (500 CE – today)**

#### **Week Thirteen: Early Global Roads: Prototypes of Interconnection (500 – 1500 CE)**

Mon. 4/18: “Accelerating Connections” in the Pre-modern Period: Eurasia

**Due: WoW, pp. 272-279 (Big Pic) & Ch. 7, pp. 281-311 (Commerce and Culture)**

Wed. 4/20:

**Due: WoW, pp. 316-317, Online: Ibn Khaldun**

Fri. 4/22: Globalism in the pre-modern Islamic World

**Due: Online: Abu-Lughod,**

#### **Week Fourteen: Today’s “Accelerating Global Interaction”: New, or same old?**

Mon. 4/25: Does World History offer solutions to Global Problems?

**Due: WoW Ch. 23, pp. 1023-1063 (through Final Reflections)**

Wed. 4/27: Terrorism and Global Warming

**Due: WHinD Ch. 35 and 36, pp. 397-408, (Terrorism and Anti-Terrorism, and Global Warming and Global Environmentalism)**

Fri. 4/29 Capitalism, globalism, and feminism and our future

**Due: Online: Silvia Federici, *Caliban and the Witch*, and TBA**

#### **Week Fifteen: Wrap up-What can we learn from a global history perspective?**

Mon. 5/2:

## OVERVIEW & “TIMELINE” OF ASSIGNED WoW READINGS

### ***QUESTIONING THE TRADITIONAL HISTORIANS’ NARRATIVE, a.k.a., Why are we reading out of order?***

#### **I. A BEGINNING: “CIVILIZATION” (3500 BCE - 1500 CE)**

- Ch. 3: First Civilizations: Cities, States, & Unequal Societies, 3500 BCE – 500 BCE
- Ch. 7: Classical Era Variations: Africa & the Americas, 500 BCE – 1200 CE
- Ch. 12: Pastoral Peoples on the Global Stage: The Mongol Moment, 1200 – 1500 CE

#### **II. A COMPLICATED DEVELOPMENT: “EMPIRE” (500 BCE - 1750 CE)**

- Ch. 4: Eurasian Empires, 500 BCE – 500 CE
- Ch. 11: The Worlds of Islam: Afro-Eurasian Connections, 600 – 1500 CE
- Ch. 10 (Excerpt): The Worlds of European Christendom/ “Europe Outward Bound: The Crusading Tradition,” 1000 – 1300 CE
- Ch. 14: Empires & Encounters, 1450-1750 CE

#### **III. AN INEVITABLE END?: “REVOLUTION” (1750 CE - present)**

##### ***EXHIBIT A: EARLY MODERN “EUROPEAN” REVOLUTIONS***

- Ch. 16: Religion and Science, 1450-1750 CE
- Ch. 17: Atlantic Revolutions and their Echoes, 1750-1914 CE

##### ***EXHIBIT B: MODERN REVOLUTIONS***

- Ch. 22: The Rise and Fall of World Communism, 1917-Present
- Ch. 23: Independence and Development in the Global South, 1914-Present

#### **IV. AN ALTERNATE STORY: A “WORLD-WIDE WEB” (500 CE - today)**

- Ch. 8: Commerce & Culture, 500 – 1500 CE
- Ch. 24: Accelerating Global Interaction, since 1945 CE

***Will you end up agreeing with this conventional story outline:***

***...or will you prefer:***