

Do not copy without the express written consent of the instructor.

History 2001 - 21795: World Civilizations

Fall 2016

MWF 12:00 am-12-50am PG5 Market Station 153

Welcome to History WOH 2001, World Civilizations

Course Description. This is a course on world civilizations rather than a course on the history of the world. As such we will not focus exclusively on national historical developments but examine global trends that have knitted the world together as well as regional trends that have facilitated or challenged greater global integration. During the semester we will look at developments in Asia, Africa, Europe and the Americas. We will examine region specific developments but also global trends and issue that effected and affected these various regions.

This course covers a significant time period touching thematically on issues dating from an undetermined period in the BC (origins of Hinduism) to the Present Day although a greater focus is placed on the post 1500 period. Among the different themes that concern us will be those of religion, slavery, conquest, mercantilism, and ideological revolutions, technical and technological advancements among many other things, and throughout all of these discussions we will be looking at global connections and global ramifications.

Students will be able to:

- Become more experienced in understanding, analyzing, and evaluating written arguments.
- Learn and apply the techniques of writing an argumentative, thesis-driven and evidence-based paper as we construct our own written arguments.
- Clear, concise communication through writing is not only integral to the work of historians but also key to success in college and in any profession!

This course fulfills your historical foundations core requirement (for history majors) and the University Core Curriculum's Humanities in Writing requirement (for all students). In order to meet these requirements, you must achieve a grade of C or better. To help you meet this goal, we will practice writing frequently this semester and writing will make up a significant portion of your grade.

Clear, concise communication through writing is not only integral to the work of historians but also key to success in college and in any profession!

This is also a Global Learning Foundations course that counts towards your Global Learning graduation requirement. One of the themes of this course will therefore be the ways that different groups of people interacted over the period covered by the course. We have much to choose from given the massive scope of World Civilizations but through our assignments and through our big discussion questions we shall constantly examine global connections and core similarities across human civilizations.

Specifically, this course will enable you to:

- Construct an evidence-based argument demonstrating how local and extralocal events are often interconnected. A good example of this is the Mongol expansion in the 14th century and the all but global spread of the plague (fascinated by the Mongol expansion) and the social, religious and political changes that brought about in places as far off as Western Europe and North Africa and heralded the beginning of the enlightenment.
- Construct an evidence-based argument that integrates multiple perspectives on an issue . A good example of this is looking at economic arguments for the persistence of the institution of chattel slavery, and the struggle of the abolitionist movement to counter those arguments. This is an ideal opportunity to examine one of the most important debates of the late 18th and 19th century and to examine the early growth of what today we would describe as anthropology, a tool utilized by abolitionist to explain non-western cultures to westerners.
- Consider different perspectives on a problem or controversy. In this class we will not shy away from controversial voices or debates. Towards the end of our course we will touch on one of the most hot button issues of our time by looking at the idea of a “Clash of Civilizations” popularized by Samuel Huntington and which on face value at least seems to be occurring between the Muslim world and the West. This is an ideal way to debate a global vision of the future.

Instructor:

Saad AbiHamad, Department of History
[email@fiu.edu]

Office: DM 388B

Office Hours: Monday and Wed 2:00pm – 3:00 pm,

You are encouraged to visit the instructor during office hours and please feel free to email instructor should you have any pertinent questions that can reasonably be answered via email.

Required Materials:

Worlds Together, Worlds Apart (concise edition vol 2) by Robert Tignor, Jeremy Adelman, Stephen Aron, et ...

Supplemental Readings:

1-“Three Days in October of 1630: Detailed Examination of Mortality during an Early Modern Plague Epidemic in Venice “ by Venice Stephen R. Ell , *Reviews of Infectious Diseases*, Vol. 11, No. 1 (Jan. - Feb., 1989), pp. 128-139

2-“William Wilberforce on the Idea of Negro Inferiority ” by William Baker, *Journal of the History of Ideas*, Vol. 31, No. 3 (Jul. - Sep., 1970), pp. 433-440

3-“Explaining Imperialism: The State of the Art as Reflected in Three Theories,” Rajan Menon and John R. Oneal, *Polity*, Vol. 19, No. 2 (Winter, 1986), pp. 169-193

4- Samuel Huntington "The Clash of Civilizations?." Foreign Affairs. 72. no. 3 (1993)

Schedule:

Assignment 1 issued 9/14 Due 9/28

Assignment 2 issued 10/21 Due 11/04

Assignment 3 issued 11/09 Due 11/23

Quizzes will be administered on the first day of the Week

Quiz 15 will be administered during scheduled class final exam period 12/09 9:45 am (usual room)

Co-curricular activity must be completed and your report (paragraph) due no later than 11/23

Assignments:

Written Assignments (together worth 60% of your grade)

This semester, you are responsible for three written assignments. All require you to write a paper with a THESIS STATEMENT and ARGUMENT. The aim is to make all of you competent writers with a proper grasp of analytical argument.

For specific instructions related to each assignment, please refer to the individual assignment sheet.

All assignments are to be submitted through blackboard

If you experience any problems submitting assignments please contact instructor or TA through email immediately

Writing Assignment 1 A 3-4 page essay answer to a directed question covering the topics of Conquest, Plague and Social Upheaval— it will be due exactly 2 weeks from date it is posted. This includes the time required to go to writing center, receive comments and edit (worth 20% of total grade) Submitting a draft to the writing Center prior or working with history tutor turning-in paper is highly recommended. Depending on performance I might make it compulsory!

Assignment 1 issued 9/14 Due 9/28

Writing Assignment 2 A 3-4 page essay answer to a directed question covering the topics of Mercantilism, Enlightenment, Slavery, and Slave Economics – it will be due exactly 2 weeks from date it is posted. This includes the time required to go to writing center, receive comments and edit (worth 20% of total grade) Submitting a draft to the writing Center or working with history tutor prior to turning-in paper is highly recommended. Depending on performance I might make it compulsory!

Assignment 2 issued 10/21 Due 11/04

Writing Assignment 3 A 3-4 page essay answer to a directed question covering one of the biggest hot button issues today, that of clash or coexistence of civilizations. We shall tackle the famous and infamous article by Samuel Huntington on “Clash of Civilizations.” It will be due exactly 2 weeks from date it is posted. This includes the time required to go to writing center, receive comments and edit (worth 20% of total grade) Submitting a draft to the writing Center prior to turning-in paper is highly recommended. Depending on performance I might make it compulsory!

Assignment 3 issued 11/09 Due 11/23

The rest of your grade will be earned in the following ways:

15 Quizzes worth a combined 30% of your grade.

Quiz Expectations:

- Each week students will take a quiz that will consist of about 4 multiple choice or fill in the blank questions (some might be slightly longer but all are equal in value)
- Quizzes will be administered every Monday during class.
- Quiz duration will be approximately 5 minutes.
- There are NO MAKEUPS. It is your responsibility to complete the quiz in that time frame. Only if you have a documented valid reason, covering the exact day and time, will I consider a request to provide a makeup quiz.

Attendance: will be taken each session and is worth 5% of total grade

As a GL core class, we are required to include one co-curricular activity. This basically means that you should engage in a meaningful activity that involves interacting with the course beyond the class materials, with the community at large.

You may fulfill this requirement by visiting an organization/ exhibit/ event/ activity on campus or off 2) attendance at a talk on campus or off 3) reading an article in the popular media on the period/region under consideration and writing a letter to the editor)

For activity one and two submit a paragraph describing the event, your experience attending said event, and explaining if your time in the World Civilizations Course influenced the way you interacted with the material.

For activity three you may simply submit your letter to the editor.
This is worth 5% of your grade and is Due no later than 11/23

Grade Distribution:

Assignment 1 – 20%

Assignment 2 – 20%

Assignment 3 – 20%

Quizzes combined 30% of grade

Attendance 5%

Co-curricular activity 5% of grade

Evaluation:

Assignments will be graded on 1) quality of thesis statement which you craft in response to the question (basically how well you explain the argument you are using to answer the question), quality of supporting

evidence (this means your use of quotations from assigned readings and text and citation where necessary,) organization (logical presentation of narrative) and quality of writing. YES, quality of writing is crucial. Recall this is not a literature composition but an analytical essay. Write clearly and succinctly. Doing otherwise could result in failure!

In this class we use CML (Chicago Manual of Style) citation guide. You will find many free guides online, please use them.

Assignments will be submitted via turn-it-in on blackboard.

Multiple Choice and Fill in the blanks are self-explanatory

Co-curricular activity will be

Support:

Instructor and TAs are available and happy to discuss outline and ideas however all students are highly encouraged to submit drafts of writing assignments to the writing center in plenty of time for a proper rewrite prior to final submission to instructor or TA .

The History Tutors! There are several history graduate students working in the history department main office (DM 390), whose job is to tutor students in history classes. They are experienced upper-level history majors and graduate students who can help with papers, preparing for exams, or keeping on top of class in general. To set up an appointment, please visit their website: <http://history.fiu.edu/tutoring>

The Center for Excellence in Writing! The Center for Excellence in Writing is freely available to you. The staff can help you with all aspects of writing, from approaching the question and brainstorming to techniques for editing. Their website is: <http://writingcenter.fiu.edu/>

Class Policies:

Attendance and Participation Students must attend all lectures and are responsible for everything covered in session. Class Roll will be taken each session. Attendance will be worth 5% of your total grade. You are allowed two unexcused absences after which you will be penalized by 25% of your attendance grade for each unexcused absence, or 1.25 pts out of a 100 up to the maximum 5 pts. In short Excused absences must be documented. Excused absences and extensions are in the case of “legitimate, verifiable cases of illness and emergencies,” religious holidays, military service, and legal requirements such as jury duty.

Beyond the punitive aspects of not attending I urge you to attend as only by actively participating in class (listening, querying, and debating) can we truly hope to evolve as thinkers.

Classroom Behavior: Please remain polite. Silence your phones and nay other devices. No form of harassment of fellow student, TA or instructor will be tolerated. For reference also please review official FIU policy on sexual harassment which is available through the following link: http://hr.fiu.edu/uploads/file/EOP/Sexual_Harassment_Policy_as_of_02-10.pdf

Late Policy: Only on the rarest occasions, with valid documented, unavoidable absences, will make-up exams be allowed. Be sure to communicate with me prior to the exam if at all possible. (Examples of valid excused reasons are listed above)

Email Etiquette:

Please note that communicating with your professor via email should be governed by a formal standard of communication. Please include a salutation formally addressing your professor, as well as a leave taking.

For example: Dear Professor _____ ,
Sincerely,

I reserve the right not to respond should you not adhere to proper etiquette

Scholastic Dishonesty: According to the FIU student handbook (p. 11) “In meeting one of the major objectives of higher education, which is to develop self-reliance, it is expected that students will be responsible for the completion of their own academic work.” Academic dishonesty will not be tolerated in this class. Academic dishonesty includes, but is not limited to, plagiarizing (representing someone else’s work as your own), cheating on assignments or examinations, or engaging in unauthorized collaboration on academic work. It will result in a penalty ranging from a zero on the assignment to failure in the course and reporting to the University. **If you have any questions about what constitutes academic dishonesty or plagiarism, see me.**

Note to Students with Disabilities: If you have or believe you might have a disability-related need for modification or reasonable accommodations in this course, contact the Disability Resources Center (drc.fiu.edu). I am very happy to work with you and with them to accommodate you in the best way possible. Even if you do not need accommodation, I highly advise you to let me know if you have a disability that might affect your performance in this class.

Accommodations: If you foresee any possible problem meeting any of the requirements of this course—including attendance and prompt submission of assignments—please see me as soon as possible. **It is easier for everyone to address an issue before it becomes a problem.**

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and to honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook

Finally, I reserve the right to change the syllabus to facilitate better learning.

Course Topics and Key Dates World Civilizations

NB:

Although we shall attempt to adhere to the following list of topics and to the following sequence of presentation, the list and sequence is subject to change. With the exception of assignment dates (Exams and Quizzes), such changes are at the instructor's discretion and do not require advance notice.

Additional articles may be assigned to accompany specific subjects

Week 1: 08/22-08/26

- 1- Lecture on Hinduism: History and Faith (Power Point)
- 2- Lecture on Hinduism: History, Faith and Culture and discussion of short reading (PP)
- 3- Lecture on Buddhism: History and Faith (PP)

Week 2: 08/29-09/02

- 4- Lecture on Buddhism: History, Faith and Culture and discussion of short reading
- 5- Lecture on Christianity: History and Faith
- 6- Christianity: History, Faith and Culture and discussion of short reading (PP)

Quiz 1 (covering week 1 materials) Mon 08/29 **Week 3: 09/07-09/09**

- 7- Lecture on Islam: History and Faith (PP)
- 8- Lecture on Islam: History, Faith and Culture and discussion of short reading (PP)

- Quiz 2 (covering week 2 materials) Wed 09/07
- **BIG DISCUSSION QUESTION:** After being exposed to the basic tenants, beliefs and some of the basic teachings of several of the world's most widely adhered to religions,

what would you identify (based on what we have learnt about all these religions) as the most basic concern (or indeed concerns if you believe there is more than one) that drives humankind to seek out religion?

- There is obviously no correct or incorrect answer here. Just engage the debate and please be careful to not focus on just one religion when crafting your comments. Be honest, but maintain a respectful tone and we should have a productive and thought provoking exercise.

Week 4: 09/12 – 09/16

9- The Mongols (WTWA: pp. 382-384)

Read article: “Three Days in October of 1630...”

10-The Black Death (pp. 385-389)

The Rise of New Muslim Dynasties:

11- The Ottomans (WTWA: pp. 392-396, 470-472) Culture (pp. 499-500)

- **Assignment 1 issued Wed 09/14- Due 09/28**
- Quiz 3 (covering week 3 materials) Mon 09/12

BIG Q: . Consider and discuss from what you read in the article “Three Days in October” what generally happens in a community struck by a disease like the plague. Consider how all of that could help magnify the belief that some had that this was a manifestation of divine anger. Was this reserved to one particular religious community or quite common?

Week 5: 09/19-09/23

12- The Safavids (WTWA: pp) Culture (pp. 501)

13- The Moguls *aka* Mughals (WTWA: pp. 441-442 + 472-473) Culture (pp 500-502)

Beginning of State Integration in Europe

14- The Renaissance (WTWA: pp. 402-404)

- Quiz 4 (covering week 4 materials): Mon 09/19

Week 6: 09/26-09/30

15- Portugal and Spain Rebuilding (WTWA: 400-402) – Key maritime Technology and Trade (WTWA: 423-425)

The Americas at the Crossroads

16- Portuguese in Africa and Asia – Vasco da Gama (WTWA pp. 423-425), Portugal and Spain in New World (WTWA 426-427) Silver, Sugar and Slaves (434-436)

17- Aztecs (WTWA: pp 428-430) primary readings 12.1, 12,2)

- Assignment/essay 1 due Wed 09/28 at 11:59pm
- Quiz 5 (covering week 5 materials): Mon **09/26**

Week 7: 10/03-10/07

18- Incas (WTWA 430-431)

19- Spanish Conquest of the Aztec Empire and Incan Empires (pp. 429-431)

- Quiz 6 (covering week 6 materials): **Mon 10/03**

BIG Q: Disease, as we have had ample opportunity to see from our discussion of the plague plays a huge role in shaping human history. Disease was also one of the most important and devastating products of what we now call the Columbian Exchange. What were the short and long term impact of these diseases imported into the Americas? What other components of the Columbian Exchange have also had dramatic long term impact? This requires you to think not just regionally (Americas) but globally

Week 8: 10/10-10-14

Europe Transformed:

20- Protestant Reformation, Catholic Reformation and the European Wars of Religion (WTWA: pp. 437-440) Thirty Years' War – religion and politics (WTWA: 482-483)

21- Emergence of European Dynasties I: France, England (480-482)

22- Emergence of European Dynasties II: Russia (484-486)

- Quiz 7 (covering week 7 materials): **Mon 10/10**

Week 9: 10/17-10/21

Rise of Mercantilist Empires – Slavery, a Function of Mercantilist Competition?

23- Mercantilism (WTWA: 455-458) European trade competition in Asia(443-444)
Mercantilist Wars (WTWA 486)

24- Different patterns of Colonization: The Dutch, French and British in the Americas (pp. 459-461)

25- Sweet Granulated Gold: Sugar, Slavery and the Dehumanization of Man (WTWA pp. 462-468 also read primary source selection 13.1, 13.2, 13.3 pp 490-491)

26- Fri 10/23: The European Enlightenment (WTWA pp. 511-516) primary readings 14.1, 14.2, 14.4

- **Assignment 2:** Issued **Fr 10/21. Due 11/04**
- Quiz 8 (covering week 8 materials): **Mon 10/17**

BIG Q: Please carefully read the assigned Wilberforce article. Try to find all the arguments presented by the pro-slavery lobby for the continuation of the institution. Be sure to locate all the arguments, social, racial, economic or what have you. Which ones do you think were the most difficult for the abolitionists to contend with (argue against)? We shall encounter many of these same issues surrounding the ending of slavery not only in the West, but globally, so pay careful attention.

Week 10: 10/24-10-28

Kingdoms of Africa: Enduring Kingship if not Kingdoms

Successful African Kingdoms: Asante, Oyo and Benin, Zulu

27- Mon 10/26: Asante: History and Culture (509-510 power point)

28- Wed 10/28: Oyo: History and Culture (509-510 power point)

29- Fri 10/30: Benin: History and Culture (509-510 power point)

- Quiz 9 (covering week 9 materials): **Mon 10/24**

BIG Q: For this discussion board I would like you to peruse one or both of the following presentations on Benin from the British Museum. Look at the images, consider the information provided, and remark at what strikes you as interesting about this complex society and what other civilizations would you compare it to?

http://www.britishmuseum.org/PDF/british_museum_benin_art.pdf

https://www.britishmuseum.org/pdf/KingdomOfBenin_Presentation.pdf

(you might need to copy and paste links into browser address bar)

Week 11: 10/31-11/04

East Asian Power Houses

30- China: From Yuan to Ming (WTWA: pp. 404-410, 420-421)

31- From Ming to Qing China (WTWA 473-476), : China: Internal Problems and the Disaster of the Opium Wars (WTWA: pp 557-559) Taiping Rebellion in China (pp 579-581), The Boxer uprising 1899-1900, (653-656)

- Quiz 10 (covering week 10 materials): Mon 10/31

Big Q: The opium wars and the treaties which ended them (treaty of Nanjing) are fascinating examples of western imperialism. What I have provided you with is a simplistic abbreviation of events, but still enough for you to get an idea of the motivations of the participants. Do you think the legacy of the opium wars affects the way China might view western (today specifically American) presence in the region?

For those who might have some interest in this topic and are willing to read a few news articles, do you think it to some extent helps us understand China's current concerns in the South China Sea and its current naval military buildup? Or its reaction the US Navy's patrols off its coast (a very complicated set of games involving claims made by China regarding territorial waters and US rejection of said claims...)

I am not requiring you to do outside reading, but should some of you be interested I think you will find these issues to be interesting and important, as well a little bit worrying given the

potential for conflict. Below is a link to a nice short article concerning recent events in the South China Sea.

<http://www.theguardian.com/world/2015/oct/27/us-warship-lassen-defies-beijing-sail-disputed-south-china-sea-islands>

Week 12: 11/07-11/09

32-Japan's Warring States Period - Tokugawa Japan –

33-**Read article:** “Explaining Imperialism: The State of the Art as Reflected in Three Theories,”

34- The EIC and British Colonial Rule: Dismantling OF Mughal Authority (WTWA: pp. 555-558)- Indigenous Reactions: The Sepoy (Sipahi) Rebellion of 1857 (WTWA 592-596)

- **Assignment/Essay 3 issued Wed 11/09 due Wed 11/23**
- Quiz 11 (covering week 11 materials): **Mon 11/07**

Week 13: 11/14-11/18

35- French Occupation -The Emergence of Muhammad Ali: Urgent Reform in the Ottoman Empire and “Defensive Developmentalism” (WTWA: pp 554, power point)

36- The Suez and the British Occupation of Egypt in 1882 (618 – power point)

- Quiz 12 (covering week 12 materials): Mon 11/14
- **BIG Q:** Mohammad Ali of Egypt, much like the Ottomans under Selim III and Mahmud II launched reforms in order to modernize and empower the military. These changes have been described by one historian as “Defensive Developmentalism.” This entailed the modernization of bureaucracy, industry, and army to defend against outside powers, but not changing society or politics. Here is the question though, can you really keep society and by extension politics from being changed when you engage in these sorts of programs?

Week 14: 11/21-11/23

37- Scramble for Africa (WTWA 621-626)

38- Islamic Responses to Decline: Islamic Fundamentalism, Revival and Modernization (WTWA: pp 668-690), Abd al-Wahab (573, 593), Jamal al Din al Afghani (671)

- Quiz 13 (covering week 13 materials): **Mon 11/21**

Week 15: 11/28-12/02

39- Meiji (WTWA: pp.477-479, 629-632, reading 17.3 639-640)

-Read The New Ideology!! The Clash of Civilizations by Samuel Huntington
BIG Q: Our last assigned article for this class was a very influential article by Samuel Huntington titled the “Clash of Civilizations.” I want you to consider the following. How does Samuel Huntington define a civilization? According to Huntington what are the reasons to believe that it is almost natural for the world to devolve into what I shall describe for ease as “civilization camps?” What are these possible civilizational camps according to Huntington? Why will they inevitably clash? Is this a vision of the World that is coming to pass do you think, or is it one that contrary to Huntington’s assertion, can be avoided?

Quiz 14 (covering week 14 material) 11/28

Final Exam Date and Time: 12/09 9:45 am (usual room)

Quiz 15

Do not copy