

Honors 210B
World Civilizations from 1500 to the Present
Spring Semester 2005

MW 11:30-12:45 UH 239

Dr. Cora A. Granata

“Cross-Cultural Encounters Viewed through Memoirs and Novels”

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Office Hours: M W 1:00-2:30 p.m., or by appointment.

Please note that the syllabus, study guides, and other handouts will be posted on the website listed above. You should make it a habit to check the website regularly.



Great Wall of China



Berlin Wall

Books to Purchase:

1. Textbook, Jerry Bentley and Herbert Ziegler, *Traditions and Encounters: A Global Perspective on the Past, Vol. II. From 1500 to the Present.*
2. Natalie Zemon Davis, *The Return of Martin Guerre*
3. Catalina de Erauso, *Lieutenant Nun: Memoir of a Basque Transvestite in the New World*
4. Chinua Achebe, *Things Fall Apart*
5. Emile Zola, *Germinal*
6. Joseph Conrad, *Heart of Darkness*
7. Jung Chang, *Wild Swans: Three Daughters of China*
8. Slavenka Drakulić, *How We Survived Communism and Even Laughed*
9. Raja Shehadeh, *Strangers in the House: Coming of Age in Occupied Palestine*

A note on the readings: Assigned readings from the textbook (noted as Bentley in the syllabus) will help provide context and background for the lectures, discussions and exams. Assigned readings from the other texts make up the heart of the course as they focus on particularly important topics and themes for in-class discussions and essays. Copies of most of the books will also be placed on reserve at Pollak library

Course Description

This course will be centered on the theme of diversity in the early modern and modern world. We will examine how various civilizations have defined and dealt with cultural difference and how European and non-European cultures experienced and perceived one another. The course will focus largely on personal accounts, memoirs, and novels written by historical witnesses themselves in order to gain insight into history as it was understood and experienced by those who lived through it. Topics include the social transformations in early modern Europe, colonial Latin America, the growth of Islamic Empires, early modern Africa and the Atlantic slave trade, modern industrialization and imperialism, social transformations in modern China, totalitarianism, genocide, and de-colonization.

Course Themes:

In considering the theme of diversity, our main guiding questions will be the following: (Hint: Keep these questions in mind throughout the semester as you conduct course readings, participate in discussion, listen to lectures, view films shown in class, and prepare for essays and exams.)

1. Diversity within societies. How did societies in the past determine who had access to power and resources and who did not? In what ways did gender, ethnicity, and economic status influence access to power and prosperity in various societies?

2. Diversity among societies. How have societies differed from one another, and how has one culture been influenced and changed by interactions with another culture? In what ways have trade, migration, and technology played a part in this spread of cultural influences?

3. The meaning of diversity for different societies. How have different people defined “the Other”? What images and words did they use to describe their notions of “us” and “them”? We will compare the “rhetoric of otherness” of various historical societies. That is, we’ll look at the words, images, and arguments that sometimes suggested that one group of people was different from (and often inferior to) another group of people.

Learning Goals:

1. To understand holistically the origins and historical development of world civilizations within a global context.
2. To describe and analyze critically the reciprocal influence of Western and non-Western institutions, values, and ideas.
3. To recognize the forces that contribute to the particular development of diverse societies and shaped our present world.
4. To recognize and understand the contributions of ethnic and gender groups to past and present societies in contexts of accommodation and resistance.
5. To understand and describe critically major political, economic, intellectual, and cultural themes recurring throughout the history of the world.

In thinking about and discussing diversity in the past, we will, of course, think about these issues in our own lives. We certainly hope all of us will finish this course knowing more about world civilizations from 1500 to the present, but we also hope that we’ll understand ourselves—as modern Americans participating in an experiment of cultural diversity that is almost unparalleled in world history—a bit better. Sometimes talking about diversity and issues of gender and ethnic prejudices can hit close to home or be disturbing

or upsetting, but this sort of discomfort is often an essential part of the learning process. At the end of the semester, we hope that you’ll agree that this course has amused, provoked, and enlightened you.

It is also the goal of this course to work on developing skills of critical reading, thinking, and writing. By the end of the semester, you will have improved your ability to:

1. critically analyze readings and films in their historical context
2. identify a writer’s thesis and judge how well he or she supports it
3. write a logical and coherent argument in essay form.

Assignments: The major assignments of the course will be a) two in-class ID (Identification) and Map exams b) one historical op-ed article c) two take-home essay exams d) six reaction papers e) class participation

Two in-class ID and Map exams

Twice during the semester, we will have an in-class Identification and Map exam. The identification questions will consist of important themes, persons, concepts, and events discussed in lecture and the readings. You will be asked to identify and explain the historical significance of ID terms for the test. Before each test, you will receive a study guide listing important ID terms, some of which will appear on the test. You will also receive a map from which to study for the map questions. The second ID and Map test will be cumulative (i.e. it will cover terms and map identification from the first and second parts of the course).

One Historical Op-Ed Article

You will write one historical op-ed article similar to those that appear in major newspapers such as the *Los Angeles Times*. This paper must be approximately 3-5 pages in length (750-1250 words). Your goal in this assignment is to connect important current events and controversies to historical topics, themes, and events addressed in class. How might the past help us better understand today’s world? I will provide you with a sample op-ed article, which we will discuss in class.

Two take-home essay exams

You will write two take home essay exams. Essay 1 will be approximately 5-7 pages in length (1250-1750 words), and Essay 2 will be approximately 6-8 pages in length (1500-2000 words). Essays must be typed, double-spaced, with 12-point font and one-inch margins. The essay questions require you to draw from our discussion readings and use lectures and textbook readings to provide historical context. Because these essays are take-home, they should be polished pieces of writing. Take-Home Essay Exams will be graded for content, breadth,

interpretation, and style. We will discuss strategies for writing a successful take-home essay exam in class.

Reaction Papers

Throughout the semester, you will have 10 opportunities to submit a 1-2 page (about 250-500 words) reaction paper on that day's assigned readings. You are required to write 6 out of 10. Your paper must be typed, double-spaced, with 12-point font and one-inch margins. You may react however you wish, as long as your paper critically and academically engages the reading. Consider the following questions for your reaction papers: What did you learn from the readings? How do the readings relate to themes discussed in class and to other course material? Did anything surprise you? Do you agree or disagree with the authors? A good reaction paper will be as specific as possible and incorporate examples from the reading, as this is your chance to show the professor that you are keeping up and actively engaging course material. It is best to provide specific quotes from the readings as evidence for your general claims. I will grade reaction papers with a minus, check, or plus, and reaction papers will count toward your class participation grade. No late reaction papers will be accepted. If you cannot attend class but wish to submit a reaction paper, you must turn it in before the beginning of that class. If you turn in more than 6 reaction papers, you will receive extra credit toward your class participation grade.

Class Participation The format of this course is both lecture and discussion. Participation in class discussion and activities is a key part of your assigned duties in this class. Students must do all the readings in advance of class session meetings and come prepared to discuss them. Students who do not feel comfortable participating in group discussions should consult with me at the beginning of the semester to develop ways to improve their skills in this area. Coming to class is not enough to receive a good class participation grade. I will evaluate both the quality and quantity of your participation. The amount and difficulty of the readings vary from week to week. Students should plan their schedules accordingly. Be sure to bring assigned readings to class on the sessions devoted to them. Your class participation grade will consist of your overall contribution to class discussions, attendance, and the reaction papers.

Grading: Your final grade will be calculated as follows:

Class Participation: 20 per cent

Midterm ID and Map Exam: 10 per cent

Final ID and Map Exam: 20 per cent

Historical Op-Ed Article: 15 per cent

Take-home Essay Exam 1: 15 per cent

Take-home Essay Exam 2: 20 per cent

Your grades on the take-home essays will be based on three major, closely related criteria.

1. Use of relevant class material, including readings, lectures, discussions, and films. (evidence)
2. Expression of ideas in a clear, concise, and engaging prose (style)
3. Development of an argument or point of view that is pertinent to the issue at hand and that has breadth, coherence, and insight (interpretation)

These criteria will translate into grades as follows:

A: excellent in all three areas. Offers an insightful argument based on ample, sound evidence.

B: good. Strong in all three areas or notable strengths in one balanced by weaknesses in another.

C: average. Adequate performance in one or more areas offset by serious weakness in others that leaves presentation fragmented, unclear, or narrow.

D: poor. Notable problems in all three areas. Remedial work needed to improve substantive understanding or basic communication.

F: unacceptable. Serious flaws in all three areas.

No evident engagement in the assignment.

Grades will be based on the plus/minus grading system as follows:

100%	A+
93-99%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
63-66%	D
60-62%	D-
59% and below	F

If you do not understand the basis of the grade you received or if you disagree with the assessment, please speak with the professor. Wait at least 24 hours after receiving the grade to re-read professor comments and reflect on the evaluation. Please act within a couple of weeks of the return of the exam.

Rules of the Road:

Attendance: Class attendance and participation is required, and it is impossible to pass the class without attending. If you must miss class, it is best to inform the professor in advance and get class notes from a classmate. I do understand that problems do arise, so you will be allowed three “free” misses. After three misses, your class participation grade will suffer.

Late Assignments: For each class session that an assignment is late, it will be reduced by 5 percentage points. No late reaction papers will be accepted.

Make-up ID and Map Exams: No make-up ID and Map exams will be allowed, with the rare exception of severe, unavoidable and documented emergencies.

Avoidable Emergencies: If unavoidable emergencies arise, I will not hesitate to help you as much as possible. But beware that emergencies that are avoidable with advanced planning—missed buses, parking or traffic problems, suddenly broken computers, too many assignments due—will not receive a sympathetic hearing. A basic trick to doing well in a course like this is to schedule your time carefully from the first day. It is your job to anticipate problems and arrange your life so that you can complete your assignments well and on time.

Courtesy during class: It is disruptive to others to arrive late to class or leave early. Please don’t do it. If you know that you will have to leave class early, explain the situation to the instructor and sit near the door so that you can exit as quietly as possible. Please turn off all cell phones, beepers, or any other wireless device that may make noise during class. I will confiscate your device if it rings in class.

Academic dishonesty: Any evidence of cheating or plagiarism will result in a zero on the assignment. I also report all incidents of plagiarism to the Dean of Judicial Affairs for further university procedures that can result in expulsion. . Plagiarism is stealing the words, ideas, or thoughts of another person and treating them as your own. Students sometimes plagiarize from books and web sites (by using the author’s words without quotation or attribution), and they also can plagiarize from each other. Changing a word or two in a sentence is not enough to avoid plagiarism. For example if you wrote in your exam, “It is important to note that changing a word or two in a sentence is still not enough to avoid plagiarism,” you would be committing plagiarism yourself. If you have any questions about plagiarism, please see the professor.

In-Class Use of Tape Recorders or Computers:

Please do not tape lectures or class discussions or use computers in class. If you have a documented need, please see me.

Modifications to the Syllabus:

I reserve the right to modify this syllabus as needed throughout the semester. If there are significant changes, I will issue a new syllabus.

Schedule:Week 1:

1/31: Course Introduction
2/2: Transformations of Europe
Reading, Bentley Ch. 24

Week 2:

2/7: Class Discussion of *The Return of Martin Guerre*
Reaction Paper 1 due
2/9: In-class viewing of the film *The Return of Martin Guerre* and discussion

Week 3:

2/14: Transformations of the Americas
Reading, Bentley Ch. 25
2/16: Class Discussion of *Lieutenant Nun: Memoir of a Basque Transvestite in the New World*
Reaction Paper 2 due

Week 4:

2/21: President’s Day Observed. No Class.
2/23: Islamic Empires
Reading, Bentley Ch. 28

Week 5:

2/28: In-class viewing of the film *Islam: Empire of Faith* and discussion
3/2: **Midterm ID and Map Exam**

Week 6:

3/7: Transformations of Africa
Reading, Bentley Ch. 26
3/9: Class Discussion of *Things Fall Apart*
Reaction Paper 3 due
Take-home Essay Exam 1 distributed in class

Week 7:

3/14: The Enlightenment and Nationalism in the Atlantic World
Reading, Bentley Ch. 30
3/16: Industrial Societies
Reading, Bentley Ch. 31

Week 8:

3/21: Class Discussion of *Germinial*

Reaction Paper 4 due

3/23: European Imperialism

Reading, Bentley Ch. 34

Take-home Essay Exam 1 due

3/28-4/3: Spring Recess. No classes.

Week 9:

4/4: Class Discussion of *Heart of Darkness*

Reaction Paper 5 due

4/6: **Historical Op-Ed Article due**

In -class presentations of papers

Week 10:

4/11: Transformations of China

Reading, selections of Bentley on China: Ch. 27 pp. 723-742,
Ch 33 pp. 917-924, Ch. 36 pp. 1028-1032

4/13: Class Discussion of *Wild Swans: Three Daughters of China*

Reaction Paper 6 due

Week 11:

4/18: Class Discussion of *Wild Swans: Three Daughters of China*

Reaction Paper 7 due

4/20: World War I and the inter-war period

Reading, Bentley Ch. 35 and Ch. 36

Take-home Essay Exam 2 distributed in class

Week 12:

4/25: World War II and the costs of Total War

Reading, Bentley Ch. 37

4/27: The Cold War

Reading, Bentley Ch. 38

Week 13:

5/2: Class Discussion of *How We Survived Communism and Even Laughed*

Reaction Paper 8 due

5/4: De-colonization

Reading, Bentley Ch. 39

Take-home Essay Exam 2 due

Week 14:

5/9: In-class viewing of the film *Battle of Algiers* and discussion

5/11: Class Discussion of *Strangers in the House: Coming of Age in Occupied Palestine*

Reaction Paper 9 due

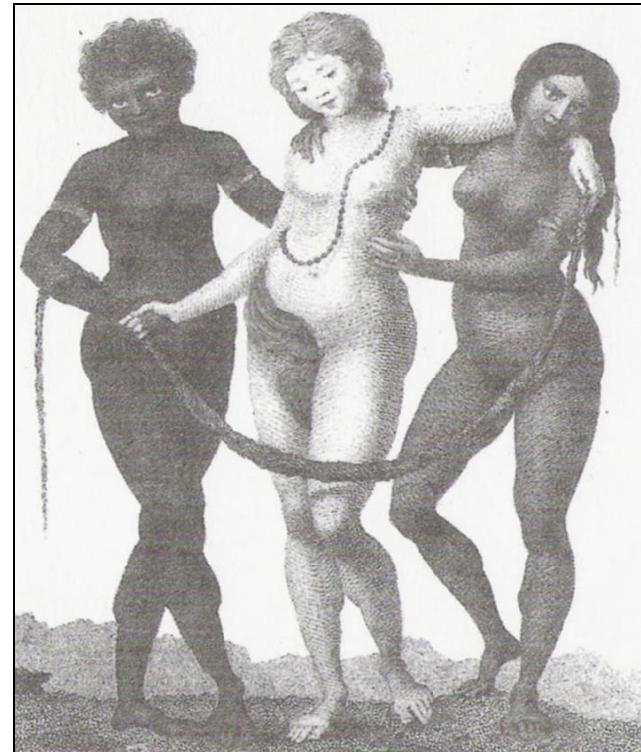
Week15:

5/16: Class Discussion of *Strangers in the House: Coming of Age in Occupied Palestine*

Reaction Paper 10 due

5/18: Course Summary and Review Session for Final Exam

Week 16: Final ID and Map Exam Date: Friday, May 27, 12:00-1:50 p.m



William Blake, "Europe Supported by Africa and America," 1796