

Folks/Guys/People:

## Preamble

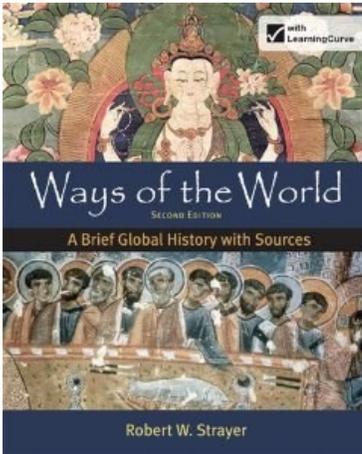
Greetings!

Welcome to this Spring 2014 UGC 112 class. Please go through this *entire* document with a fine toothcomb so that you do not have to confront, later, any unwanted surprises. Below are details of the required textbook, as well as the basic course requirements. I know you are registered for this course because it is required; however, I must remind you that if you are registered for more than a total of fifteen credit hours this semester you may not do well in your courses—depending upon your other commitments—because there are only 24 hours in a day. In terms of brainpower, this will not be a difficult course (hey, it's history; how hard can it be), but in term of your *time* it will be a very, very demanding course. ← Read this sentence again. Warning: Like all UGC 112 classes, this course is a *controlled enrollment* course. So, what is a controlled enrollment course? In this case, it's a course that can only be **repeated** during the summer (if you fail or resign after last day of drop/add).

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## Course Overview

**REQUIREMENTS** (subject to change, at my discretion, but *with* prior notice)



(a) **Required Text** (do *not* get any other edition—repeat, do *not* get any other edition): *Ways of the World: A Brief Global History with Sources, Combined Volume*

Author: Robert Strayer. Publisher: Bedford/St. Martin's. Published in 2012.

ISBN: 9780312583460

Available at the University Bookstore. May also be available at a slightly lower price at Greeks & Sneaks Bookstore (near South Campus—their website address is [www.gsbuffalo.com](http://www.gsbuffalo.com))

(b) **50%** of course grade: written and/or multiple choice tests/quizzes. **NOTE:** Tests only will be held on Fridays to give you more time to complete them.

(c) **30%** of course grade: final exam during *exam week*. **NOTE:** Your exam schedule is available now via your “MYUB” page.

(d) **20%** of course grade: term paper *project* (made up of a test + written assignment).

**SUPPLEMENTARY REQUIREMENTS** (may have an impact, *at my discretion*, on your course grade)

- (a) Class attendance is mandatory (may be taken into consideration in the final computation of your course grade).
- (b) Participation, reflecting completion of assigned readings, is mandatory (may be taken into consideration in the final computation of your course grade); therefore, we may call on you in class.
- (c) If I sense that you are not doing your assigned readings, you may also, at my discretion, be subjected to “pop quizzes” from time to time. (By definition, a pop quiz cannot be made up if you miss one.)
- (d) You are not permitted to use any electronic devices of any kind while class is in session—this includes portable computers and cell phones.
- (e) It is mandatory that you have access to your own copy of the one required textbook. Years of teaching experience have taught me that students who do not have access to their own copies of required textbooks seldom, if at all, complete their reading assignments. (Note: I may make some tests “open book;” therefore, access to your own copy of the text will be of considerable advantage.)
- (f) Keeping up with current affairs. A lot of material we will be covering in this course will have relevance for comprehending what is going on outside the classroom today (locally, nationally, and internationally); therefore, you are required to be current with national and international news by visiting these four websites on a regular basis: [www.npr.org](http://www.npr.org); [www.pbs.org/newshour](http://www.pbs.org/newshour); and [www.bbc.com](http://www.bbc.com)

## EXTRA CREDIT

I constantly get requests every semester for an extra credit assignment. So here is an extra credit assignment. Keep a notebook of *all class proceedings* (that is everything that is covered during a class session, including announcements and any AV material that is screened). However, your notebook must be in the following format (failure to meet any ONE or more of these requirements will **completely** nullify this assignment as extra-credit—reminder: extra-credit means extra work for me). ←Read this sentence again.

- (a) Note entries must be in a *separate* “single-subject” regular size spiral lined notebook. (Absolutely no other kind of notebook is acceptable. If you can’t afford one I will buy one for you—let me know.)
- (b) All entries must be legibly and neatly written.
- (c) All entries must be separated by relevant headings where possible.
- (d) All entries must be clearly dated.
- (e) If you are absent on a particular day leave that page blank (and mark it with the word “absent”).
- (f) All entries must begin on a separate page for *each* class session.
- (g) Any other notes you take for this course outside class must be written in the back of the notebook.
- (h) Notes for other courses you are taking should not be in this notebook.
- (i) Write your full name on the first page at the top or somewhere on the front or back cover.

## COURSE DESCRIPTION (What this course is about)

Let me begin by pointing out that part of the curricular rationale for requiring you to take this course is squarely and unabashedly normative: by the end of it is hoped that you will have become lifelong participants in that constant struggle that is the burden of all civilized persons: how to help create and sustain a world that is free of all forms of injustice and tyranny; and the path to which is authentic *democracy* (which I define in terms of that majestic principle enshrined in the preamble to the U.S. Declaration of Independence: “We hold these Truths to be self-evident, that all [persons] are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among [people], deriving their just Powers from the Consent of the Governed....”). Everything you cherish is predicated on the existence of democracy. In the absence of democracy, there can only be tyranny and chaos. At the same time, this course will also aim to entice you to think analytically and critically; a privilege that is also a characteristic of a democratic society. This is one of the most important courses you will ever take in this school.

Starting with the premise that you have already taken World Civilizations I (UGC111), this course continues with an introductory survey of major historical developments in politics, arts, and the sciences across the planet from the proto-modern period to the present. The pegs on which I will hang my survey include (but are not limited to): mercantilism and the origins of the European voyages of exploration/ exploitation; the European colonization of the Americas and its global consequences; the European colonization of Asia and later Africa; the agro/industrial transformations and the transition from mercantile to industrial capitalism; the Russian Revolution and the rise of communism; the Japanese “exceptionalism”; the two World Wars and the rise of the United States as a world power; the wars of liberation and independence in Asia and Africa; the Cold War and the revolutionary wars of Africa, Asia, and the Americas; the conflicts in the Middle East and their fall-out; and so on.

While there is a limit to what one can do in a single-semester course, I will do my best to weave together, at least, a coherent story out of these developments which can be summarized by means of four interrelated themes: modernization, globalization, oppression, and liberation. As I explore these themes, I will advance four central theses: (1) History is a biography of the present. (This is one of the reasons why we learn history.) In other words, your place today in this country at this moment in time is a consequence of everything that has gone before you. Hence, we are all children of history (but not necessarily its prisoners), not only in existential terms but also from the perspective of our identity—as individuals, as communities, as well as a nation/society. The present, therefore, is always historical. What this also implies is that the privilege you now have, at this moment, of being able to go to college (and thereby enjoying the luxury of being able to choose how you will put bread on the table when you grow up) is an outcome of the sacrifices of many, many, many people who have gone before you. (2) The movement of history has been toward a tighter and tighter interconnected world where no nation/society (regardless of whether it desires it or not) is completely unaffected by what others do elsewhere on the planet, however far away they may be. (3) The march of nations/societies has been toward a global convergence—under the aegis of corporate industrial capitalism—giving rise to what I may legitimately call a “world civilization” but where the word “civilization” is to be understood in a non-evaluative generic sense. (4) The historical antecedents as well as the continuing present of modernization/ globalization has been (and continues to be) soaked, literally, in the blood, sweat, and tears of millions of the world’s downtrodden and their struggles for a better life. We live in an age of permanent class warfare/ class struggle on a global scale.

## PEDAGOGY (How I will teach this course)

There is no single text that can cover as broad a topic as world history to one’s complete satisfaction. Consequently, for our purposes, the SECOND EDITION of *Ways of the World: A Brief Global History with Sources (Combined Version)* by Professor Robert W. Strayer—which will be supplemented by online readings I will assign—will have to do. Because you are taking this course in a university, my objectives in this course will include going beyond “informational” knowledge of world history to an introduction of key relevant concepts, ideas, and theories (such as class, race, gender, patriarchy, capitalism, otherness, nationalism, socialism, imperialism, democracy, etc., etc.) that can serve as a foundation for developing an analytical/ critical mind. In other words, although this is a course on history, in terms of theoretical and disciplinary approach, it will be taught from an inter-disciplinary perspective. That is, I will introduce you to whatever insights, concepts, and theories relevant to the study of a given topic, regardless of their disciplinary location. Simultaneously, taking a cue from the author of the required text, historiographically, I will adopt what I call the eight-C analytical approach to this survey of world history, which is summarized by the terms: *capriciousness, change, comparison, complexity, connection, contingency, contentiousness, and convergence.*

Further, I will strive to inculcate in you a love for a deeper analysis of historical events by using a method that I call, for want of a better term, the “chain of analysis” approach.

From a structural point of view, the course has three parts to it: class lectures, course readings, and audio-visual material. Of course, each of these three parts will be related; however, they will not have identical content. For example: class lectures will not always be a repetition of material in course readings. In fact, my primary concern during class lectures/discussions will be to highlight processes and events of *macrohistorical* significance (leaving the rest of the heavy lifting to Professor Strayer), and wherever possible to examine key issues by looking into neglected corners of history. Therefore, attendance in this course is mandatory. Missing the audio-visual material, for instance, will have severe repercussions on test-performance. (NOTE: Audio-visual material screened in class will not always be available outside class.)

As we proceed through the course, I do not want you to lose sight of the fact that history as a discipline is also about entertainment (generically speaking); that is, it is also about story-telling. In other words, for those who pursue the life of the mind, history is also a means to intellectual pleasure; the roots of which lie, in part, with the fact that history is fascinatingly ephemeral (in a non-pejorative sense) in that it is a permanent work in progress—thanks to the tireless efforts of all, besides historians, who make history as a discipline possible: from astronomers to archaeologists and from geneticists to journalists.

Please note that it is also my practice in all courses I teach to briefly introduce you, as the course progresses, to what I call “the ways of a research university” (research, publication, service, tenure, governance, and so on).

## LEARNING OUTCOMES and ASSESSMENT

### Part One: Measurable Learning Outcomes, plus Assessment Strategies

#### A. Course Subject Matter: *Content*

<p><b>By the end of this course, course participants who have <i>successfully</i> met <i>all</i> course requirements will know:</b></p> <ul style="list-style-type: none"> <li>• the basic outline of the periodization of world history from the age of Columbus to the present (constituting the second half of humanity’s inadvertent journey toward “civilization” that commenced in Africa) specified in the class proceedings schedule;</li> <li>• the major avenues of connections between United States history and world history;</li> <li>• the major contributions of cultures and civilizations from across the planet to general human progress and achievements;</li> <li>• that human progress is not possible without cultural diversity (itself an expression of successful human adaptation, over the eons, to planetary diversity);</li> <li>• these basic concepts: the East-to-West Diffusion, Columbian Exchange, macrohistory, procedural democracy, authentic democracy, class, ethnicity, gender, race, patriarchy, capitalism, fascism; and communism.</li> </ul>	<p style="text-align: center;"><b>Assessment strategies</b></p> <p><b>This is not a course in the natural sciences, technology, mathematics, and the like. Therefore, cognizant of the fact that this course is within that body of knowledge that is both <i>non-positivistic</i> and <i>discursive</i>—hence, often precluding the one-to-one pairing of an assessment tool with a learning outcome—the assessment of learning outcomes in this course will be accomplished by a <i>dynamic</i> combination of these strategies:</b></p> <ul style="list-style-type: none"> <li>• specific in-class verbal questioning;</li> <li>• instantaneous in-class (non-evaluative) written responses;</li> <li>• ad hoc analysis of general class discussions;</li> <li>• written out-of-class assignment (term paper);</li> <li>• audio-visual assignments;</li> <li>• quizzes;</li> <li>• tests;</li> <li>• systematic perusal of student note books; and a</li> <li>• final exam.</li> </ul>
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#### B. Course Subject Matter: *Method*

<p><b>By the end of this course, course participants who have <i>successfully</i> met <i>all</i> course requirements will know:</b></p> <ul style="list-style-type: none"> <li>• the difference between <i>historiography</i> and <i>history</i>;</li> <li>• the concept of historical <i>periodization</i> as a fundamental tool of historiography;</li> <li>• the key analytical approaches to the <i>historiography</i> of world history, namely: making <i>comparisons</i>; comprehending <i>connections</i>; observing <i>change</i>; and understanding historical <i>contingency</i>;</li> <li>• the difference between historical <i>structures</i> (themselves an outcome of a conjuncture of fortuitously propitious historical factors) and historical <i>agency</i>;</li> <li>• the difference between <i>primary</i> source documents and <i>secondary</i> source documents for purposes of research</li> </ul>	<p style="text-align: center;"><b>Assessment strategies</b></p> <p><b>This is not a course in the natural sciences, technology, mathematics, and the like. Therefore, cognizant of the fact that this course is within that body of knowledge that is both <i>non-positivistic</i> and <i>discursive</i>—hence, often precluding the one-to-one pairing of an assessment tool with a learning outcome—the assessment of learning outcomes in this course will be accomplished by a <i>dynamic</i> combination of these strategies:</b></p> <ul style="list-style-type: none"> <li>• specific in-class verbal questioning;</li> <li>• instantaneous in-class (non-evaluative) written responses;</li> <li>• ad hoc analysis of general class discussions;</li> </ul>
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<ul style="list-style-type: none"> <li>the relevance of an <i>interdisciplinary</i> approach to the study of history.</li> </ul>	<ul style="list-style-type: none"> <li>written out-of-class assignment (term paper);</li> <li>audio-visual assignments;</li> <li>quizzes;</li> <li>tests;</li> <li>systematic perusal of student note books; and a</li> <li>final exam.</li> </ul>
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### C. Generic intellectual skills

<p><b>By the end of this course, those course participants who have <i>successfully</i> met <i>all</i> course requirements will have <i>enhanced</i> their:</b></p> <ul style="list-style-type: none"> <li>writing skills in accordance with accepted professional scholarly standards;</li> <li>reading skills (based on the awareness that true reading requires thoughtful engagement with the text);</li> <li>verbal articulation skills in an academic setting;</li> <li>research skills (information literacy);</li> <li>ability to think <i>critically</i><sup>1</sup>.</li> </ul>	<p style="text-align: center;"><b>Assessment strategies</b></p> <p><b>This is not a course in the natural sciences, technology, mathematics, and the like. Therefore, cognizant of the fact that this course is within that body of knowledge that is both <i>non-positivistic</i> and <i>discursive</i>—hence, often precluding the one-to-one pairing of an assessment tool with a learning outcome—the assessment of learning outcomes in this course will be accomplished by a <i>dynamic</i> combination of these strategies:</b></p> <ul style="list-style-type: none"> <li>specific in-class verbal questioning;</li> <li>instantaneous in-class (non-evaluative) written responses;</li> <li>ad hoc analysis of general class discussions;</li> <li>written out-of-class assignment (term paper);</li> <li>audio-visual assignments;</li> <li>quizzes;</li> <li>tests;</li> <li>systematic perusal of student note books; and a</li> <li>final exam.</li> </ul>
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## Part Two: Intended but *Unmeasurable* Learning Outcomes

<p><b>By the end of this course, those course participants who have <i>successfully</i> met <i>all</i> course requirements will:</b></p> <ul style="list-style-type: none"> <li>have acquired (or enhanced) a commitment to a lifelong pursuit of the <i>life of the mind</i>.</li> <li>have developed a perspective on democracy that goes beyond simply the <i>procedural</i>: an uncompromising insistence on the <i>substantive</i>, at the heart of which lies human rights, civil rights, and social justice for all (regardless of class, gender, race, ethnicity, and so on).</li> <li>have acquired (or enhanced) a strong commitment to apply moral reasoning to ethical dilemmas they will confront.</li> <li>have acquired a behavioral commitment to not simply tolerance but <i>acceptance</i> of human cultural diversity—irrespective of skin color or any other similar marker—as not only a necessary expression of adaptations of the human species to their diverse geographic environments, across the millennia, but as the basis (by means of voluntary and involuntary cultural “border-crossings” across time and space) of all civilizational progress.</li> <li>possess a vision of human material development (and behave accordingly) that is honestly mindful of the demands of planetary environmental sustainability.</li> <li>possess a behavioral commitment to view education broadly as a life-long process that encompasses much more than training for specific career goals: ranging from the pursuit of the life of the mind to ethical, informed, and engaged citizenship at all levels—locally, nationally, and globally—in the service of improving the human condition.</li> </ul>
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<sup>1</sup> Defined in this course as the disciplined intellectual practice of *critically*, skillfully, and consistently investigating, problematizing, conceptualizing, analyzing, synthesizing, theorizing, evaluating, and applying information—against the backdrop of a habit of thought characterized by, among other things: the scrupulous application of moral reasoning to ethical questions; a fiery passion for truth and justice; a profound belief in the value of honest research; patience and open-mindedness to take seriously the views of others; a deep sense of commitment to the acquisition of knowledge and information on a variety of issues, both, personal as well as public; uncompromising honesty in confronting personal biases, prejudices, stereotypes, etc.; possession of limitless curiosity regarding all kinds of intellectual subject matter; and a refusal to make judgments that are not based on reasoned reflection.

## Instructor Biography

In one sense, I can say I have been “living” world history. Although I have been living in this country *longer than most of you*, I was born and brought up in the southern part of Africa, but my folks originally came from Asia (India); and, needless to say, I am teaching here in North America. Moreover, I have degrees from universities in Africa, England, Canada, and here in the United States—four different countries, three different continents. I want you to consider yourself privileged to be taking a course with me because I will bring to the table not only my expertise and passion as an instructor but analytical perspectives that can only come from the kind of geographically diverse educational experiences I have had. My current research interests are indicated here: <http://bit.ly/lulatbooks>

## Course Administrative Policies

### **Methods of Communicating with the Instructor, and Policy on E-mails.**

See Syllabus—Appendix II in the syllabus packet

### **Policy on Electronic Devices (phones, portable computers, etc.).**

See Syllabus—Appendix II in the syllabus packet.

### **Policy on Classroom Sitting Arrangement.**

See Syllabus—Appendix II in the syllabus packet.

### **Policy on Complaints**

See Syllabus—Appendix II in the syllabus packet.

### **Policy on Academic Freedom.**

See Syllabus—Appendix II in the syllabus packet.

### **Policy Concerning Academic Dishonesty.**

See Syllabus—Appendix II in the syllabus packet.

### **Policy on Student Responsibility**

See Syllabus—Appendix II in the syllabus packet.

### **Policy Concerning Discrimination, and Sexual Harassment**

See Syllabus—Appendix II in the syllabus packet.

### **Policy on Class Notes.**

See Syllabus—Appendix I in the syllabus packet.

### **Policy on Class Participation.**

See Syllabus—Appendix I in the syllabus packet.

### **Grading Policy.**

See Syllabus—Appendix II in the syllabus packet.

### **Policy on Disability.**

See Syllabus—Appendix II in the syllabus packet.

### **Policy on Attendance and Missed Work.**

See Syllabus—Appendix II in the syllabus packet.

### **Policy on Incompletes.**

See Syllabus—Appendix II in the syllabus packet.

### **Policy on Reading Assignments.**

See Syllabus—Appendix I in the syllabus packet.

### **Policy on AV Materials.**

See Syllabus—Appendix I in the syllabus packet.

### **Policy on Current Affairs.**

See Syllabus—Appendix I in the syllabus packet.

### **Policy on Coverage of Course Content.**

See Syllabus—Appendix II in the syllabus packet.

### **Miscellaneous Matters.**

See Syllabus—Appendix II in the syllabus packet.

## University Policy on “Classroom Etiquette”

**Folks:** What follows below in this section of the syllabus is a verbatim copy of the text of the U.B. policy on what I call “Classroom Etiquette.” This policy was originally adopted by the University Senate in Spring of 2000. Of course, it is absolutely tragic that the University felt compelled to adopt these policies in the first place. One would have liked to assume that college students are responsible ADULTS who know how to behave in a civilized manner—especially in an institution of higher learning! Fortunately, in my experience, I have found that most students, in fact, are responsible individuals and they would find what follows below as pure common sense. However, there are always the few who have to be told how to behave—the few who still think they are in kindergarten!

While I have your attention on this matter, note the following: If, after going through this university policy, those of you who are still inclined to behave like school children, and cannot resist doing so in my class, will leave me with no option but to treat you as school children as well. On a related matter: *After all else has failed*, I know of no other way of motivating an adult to be responsible, other than subjecting the person to public embarrassment. (If you know of a better way let me know.)

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### Obstruction or Disruption in the Classroom

Document source: <http://undergrad-catalog.buffalo.edu/policies/course/obstruction.shtml>

#### Consequences for Students Engaged in Disruptive Classroom Behavior

The university recognizes that faculty members are responsible for effective management of the classroom environment to promote conditions that will enhance student learning. Accordingly, instructors should set reasonable rules for classroom behavior and must articulate these rules, in writing, in materials provided to the students at the start of the semester. Fortunately, student obstructions or disruptions in UB classrooms are rare and seldom lead to disciplinary actions. The term “classroom disruption” means behavior that a reasonable person would view as substantially or repeatedly interfering with the conduct of a class. Examples could include persistently speaking without being recognized, continuing with conversations distracting the class or, in extreme cases, resorting to physical threats or personal insults. Lawful, civil expression of disagreement with the instructor or other students is not in itself “disruptive behavior” and is not proscribed under these or any other regulations. However, when student conduct interferes with or prevents the conduct of classes or other university functions or when the safety of members of the campus community is endangered by threats of disruption, violence, or violent acts, the administration has approved the following course of actions:

- If a student is disruptive, he/she should be asked to stop and warned that continuing such disruptive behavior can result in academic or disciplinary action. Many students may be unaware that their behavior is disruptive; therefore, a private conversation with the student is often effective and preferable as an initial step.
- Should the disruptive behavior continue, the faculty member is authorized to ask the student to leave the classroom or site.
- A student may be dismissed from the course for the remainder of the semester, subject to Student Conduct Regulations and due process proceedings, as appropriate.
- If a student refuses to leave the area after being instructed to do so, the student should be informed that this refusal is a separate violation subject to additional penalties.
- If, in the instructor’s best judgment, the behavior creates a safety risk or makes it impossible to continue class or function, the instructor should contact Public Safety to assist in removal of the student and/or may dismiss class for that day.

#### Behavioral Expectations in the Classroom

To prevent and respond to distracting behavior, faculty should clarify standards for the conduct of class, either in the syllabus, or by referencing the expectations cited in the Student Conduct Regulations. Classroom “etiquette” expectations should include:

- Attending classes and paying attention. Students should not ask an instructor in class to go over material they missed by skipping a class or not concentrating.
- Not coming to class late or leaving early. If a student has to enter a class late, he or she should do so quietly and should not disrupt the class by walking between the class and the instructor. Students should not leave class unless it is an absolute necessity.
- Not talking with other classmates while the instructor or another student is speaking. If a student has a question or comment, he or she should raise a hand, rather than starting a conversation about it with a neighbor.
- Showing respect and concern for others by not monopolizing class discussion. Students must allow others time to give their input and ask questions. Students should not stray from the topic of class discussion.
- Not eating and drinking during class time.
- Turning off electronic devices including cell phones, pagers, and beeper watches.
- Avoiding audible and visible signs of restlessness. These are both rude and disruptive to the rest of the class.
- Focusing on class material during class time. Sleeping, talking to others, doing work for another class, reading the newspaper, checking e-mail, and exploring the Internet are unacceptable and can be disruptive.
- Not packing bookbags or backpacks to leave until the instructor has dismissed class.

# Class Proceedings Schedule

## Part 1: Tests/Exams

Spring 2014	UGC 112	Tests/ Exam Schedule	AV Materials
<p><b>Place, Date and Time:</b> NSC Room 201, Friday February 21, 7:00 pm to 9:00 pm.</p>	<p><b>Test no. 1</b> <b>WARNING:</b> Tests rejected by the computing center will be allocated ZERO points—that is, they will not be graded!</p>	<p><b>Covers some or all of these items:</b></p> <ul style="list-style-type: none"> <li>• Readings and Class Proceedings (lectures, etc.) for <b>class nos. 1 through 5</b> (see topics/readings schedule below);</li> <li>• PLUS any <i>in-class</i> AV (audio-visual) materials not yet included on a test;</li> <li>• PLUS the AV materials assignment in the next column (there may be quite a few questions based on this assignment; you have been warned!)→</li> <li>• PLUS anything else specified in the announcements section of your class home page.</li> </ul> <p><b>Don't forget to read the Test Instructions!</b> (Available via the class home page.)</p>	<p><b>AV materials:</b></p> <p>(a) <b>Online Video:</b> <i>History of the World in Two Hours</i>. NOTE: Available via YouTube (do a title search)</p> <p>(b) <b>Online Video:</b> <i>James Burke: In the Light of the Above</i>. NOTE: link available via the class home page (C1 of Part D of <i>Online Course Materials</i>). (Relevant topic: Renaissance—Historical Antecedents. See Chapters 9, and 13 of Strayer.)</p> <p>(c) <b>Online Video:</b> <i>When the Moors Ruled in Europe</i>. NOTE: link available via the class home page (C3 of Part D of <i>Online Course Materials</i>); also available in the library. (Relevant topic: Renaissance—Historical Antecedents. See Chapters 9, and 13 of Strayer.)</p>
<p><b>Place, Date and Time:</b> NSC Room 201, Friday March 7, 7:00 pm to 9:00 pm.</p>	<p><b>Test no. 2</b> <b>Note:</b> This will be a <i>take-home preview test</i>. <b>WARNING:</b> Tests rejected by the computing center will be allocated ZERO points—that is, they will not be graded!</p>	<p><b>Covers some or all of these items:</b></p> <ul style="list-style-type: none"> <li>• Readings and Class Proceedings (lectures, etc.) for <b>class nos. 6 through 10</b> (see topics/readings schedule below);</li> <li>• Any <i>in-class</i> AV (audio-visual) materials not yet included on a test;</li> <li>• PLUS the AV materials assignment in the next column (there may be quite a few questions based on this assignment; you have been warned!)→</li> <li>• PLUS anything else specified in the announcements section of your class home page.</li> </ul>	<p><b>AV materials:</b></p> <p>(a) <b>Film:</b> <i>New World</i>. NOTE: DVD available in the library—however, first do a CATALOG search under the title at the UB library's website to obtain the DVD's call number which you will need to locate it. (Relevant topic: The Aftermath of the Columbian Project: The European Settlement of United States. See Chapter 14 of Strayer.)</p> <p>(b) <b>Online Videos:</b> <i>Items A3 and D3 of C16 of Part D of Online Course Materials</i>. NOTE: item D3 requires you to do more with that video. (Relevant topic: The East-to-West Diffusion, and the Columbian Exchange. See Chapters 7 and 13 of Strayer.)</p> <p>(c) <b>Online Music Videos:</b> Do the <i>music videos assignment</i> (the first item on Part F of <i>Online Course Materials</i>). Warning: this is an involved assignment. (Relevant topic: The East-to-West Diffusion, and the Columbian Exchange. See Chapters 7 and 13 of Strayer)</p>

		<p><b>Don't forget to read the Test Instructions!</b> (Available via the class home page.)</p>
<p><b>Place, Date and Time:</b> NSC Room 201, Friday March 28, 7:00 pm to 9:00 pm.</p>	<p><b>Test no. 3</b> <b>WARNING:</b> Tests rejected by the computing center will be allocated ZERO points—that is, they will not be graded!</p>	<p><b>Covers some or all of these items:</b></p> <ul style="list-style-type: none"> <li>• Readings and Class Proceedings (lectures, etc.) for <b>class nos. 11 through 14</b> (see topics/readings schedule below);</li> <li>• PLUS any <i>in-class</i> AV (audio-visual) materials not yet included on a test;</li> <li>• PLUS the AV materials assignment in the next column (there may be quite a few questions based on this assignment; you have been warned!)→</li> <li>• PLUS anything else specified in the announcements section of your class home page.</li> </ul> <p><b>Don't forget to read the Test Instructions!</b> (Available via the class home page.)</p> <p><b>AV Materials:</b></p> <p>(a) <b>Online Video:</b> Item no. <b>C2</b> of Part E of <i>Online Course Materials</i>. (Relevant topic: The Aftermath of the Columbian Project—the Industrial Revolution. See Chapter 18 of Strayer.)</p> <p>(b) <b>Film:</b> <i>Capitalism: A Love Story</i>. NOTE: DVD available in the library—however, first do a CATALOG search under the title at the UB library's website to obtain the DVD's call number which you will need to locate it. (Relevant topic: Capitalism and Democracy. See Chapter 18 of Strayer.)</p> <p>(c) <b>Film:</b> <i>Inside Job</i>. NOTE: DVD available in the library—however, first do a CATALOG search under the title at the UB library's website. (Relevant topic: Capitalism and Democracy. See Chapter 18 of Strayer.)</p> <p>(d) <b>Film:</b> <i>Days of Glory</i>. NOTE: DVD available in the library—however, first do a CATALOG search under the title at the UB library's website. (Relevant topic: The Second World War. See Chapter 21 of Strayer.)</p> <p>(e) <b>Film:</b> <i>The Grey Zone</i>. NOTE: DVD available in the library—however, first do a CATALOG search under the title at the UB library's website. (Relevant topic: The Second World War. See Chapter 21 of Strayer.)</p>
<p><b>Place, Date and Time:</b> Knox 104 (our regular classroom), Monday, April 7, during regular class time</p>	<p><b>Term paper instructions test</b> <b>WARNING:</b> Tests rejected by the computing center will be allocated ZERO points—that is, they will not be graded!</p>	<p><b>Covers some or all of the documents</b> in the <i>term paper project packet</i>. (See the syllabus packet available via the class home page.) Note: Scores from this test will be <b>averaged</b> with scores for your term paper.</p> <p><b>Don't forget to read the Test Instructions!</b> (Available via the class home page.)</p>

<p><b>Place, Date and Time:</b> Knox 20, Friday April 25, 7:00 pm to 9:00 pm.</p>	<p><b>Test no. 4 (Readings and AV materials)</b> <b>WARNING:</b> Tests rejected by the compu- ting center will be allocated ZERO points— that is, they will not be graded!</p>	<p><b>Covers some or all of these items:</b></p> <ul style="list-style-type: none"> <li>• Readings and Class Proceedings (lectures, etc.) for <b>class nos. 15 through 19</b> (see topics/readings schedule below);</li> <li>• PLUS any <i>in-class</i> AV materials not yet included on a test;</li> <li>• PLUS the AV materials assignment in the next column (there may be quite a few questions based on this assignment; you have been warned!)→</li> <li>• PLUS anything else specified in the announcements section of your class home page.</li> </ul> <p><b>Don't forget to read the Test Instructions!</b> (Available via the class home page.)</p>	<p><b>AV Materials:</b></p> <p>(a) <b>Online Video:</b> Item no. <b>C4</b> of Part E of <i>Online Course Materials</i>. (Relevant topic: The First World War. See Chapter 20 of Strayer)</p> <p>(b) <b>Film:</b> <i>The Wind Shakes the Barley</i>. NOTE: DVD available in the library—however, first do a CATALOG search under the title at the UB library's website. (Relevant topic: Resistance to Colonialism. See Chapter 22 of Strayer);</p> <p>(c) <b>Film:</b> <i>Lumumba</i>. NOTE: DVD available in the library—however, first do a CATALOG search under the title at the UB library's website. (Relevant topic: European Colonialism and the Struggle for Freedom. See Chapter 22 of Strayer);</p> <p>(d) <b>Film:</b> <i>Mandela and De Klerk</i>. NOTE: DVD available in the library—however, first do a CATALOG search under the title at the UB library's website. (Relevant topic: Struggle for freedom and democracy. See Chapter 22)</p>
<p><b>Place, Date and Time:</b> Knox 104 (our regular classroom) Friday, May 16, 11:45 am- 2:45 pm.</p>	<p><b>Final Exam</b> <b>WARNING:</b> Exams rejected by the compu- ting center will be allocated ZERO points— that is, they will not be graded!</p>	<p><b>Covers some or all of these items:</b></p> <ul style="list-style-type: none"> <li>• Readings and Class Proceedings (lectures, etc.) for <b>class nos. 20 through 28</b> (see topics/readings schedule below);</li> <li>• PLUS any <i>in-class</i> AV materials not yet included on a test;</li> <li>• PLUS the AV materials assignment in the next column (there may be quite a few questions based on this assignment; you have been warned!)→</li> <li>• PLUS anything else specified in the announcements section of your class home page.</li> </ul> <p><b>Don't forget to read the Test Instructions!</b> (Available via the class home page.)</p>	<p><b>AV Materials:</b> (NOTE: all titles are available in the library; however, some titles may also be available via links on Part E of the <i>Online Course Materials</i> page.)</p> <p>(a) <b>Online video:</b> Item <b>M3</b> of Part E of Online Course Materials</p> <p>(b) <b>Online video:</b> Item <b>C8</b> of Part E of Online Course Materials</p> <p>(c) <b>Online video:</b> Item <b>C9(c)</b> of Part E of Online Course Materials</p> <p>(d) <b>Film:</b> <i>Why We Fight</i>. NOTE: DVD available in the library—however, first do a CATALOG search under the title at the UB library's website. (Relevant topic: The corporatization of violence—the military-industrial complex. See Chapter 23 of Strayer.)</p> <p>(e) <b>Film:</b> <i>Food, Inc.</i>. NOTE: DVD available in the library—however, first do a CATALOG search under the title at the UB library's website. (Relevant topic: The corporatization of food production—the assault on human health, and environmental sustainability. See Chapter 23 of Strayer.)</p> <p>(f) <b>Film:</b> <i>Tapped</i>. NOTE: DVD available in the library—however, first do a CATALOG search under the title at the UB library's website. (Relevant topic: corporatization of water resources—the assault on human health, and environmental sustainability. See Chapter 23 of Strayer.)</p>

## Part 2: Topics/Readings

(NOTE: Readings must be completed by the date specified in the same row.  
This document must be studied in conjunction with the rest of the syllabus packet.)

Periodiza- tion	Topics	Subtopics	Concepts/ Definitions / His- toriographic Analyses/ Theo- retical Approaches	Class	Readings (Do not forget to consult the class home page as well.)
	<b>Introduction to the course</b>	–Overview of main themes	–Historical truth and the concept of multiple histories (history from whose point of view?)	<b>Class no. 1</b> Mon 27–Jan	First day of class—No readings
<b>Part One:</b> Preamble: Historical Antecedents (before 1450)	<b>Civilizations and Empires</b>	–Overview of pedagogic approach  –Empires: –The Persians –The Greeks –The Chinese –The Indians	–The idea of “world history” –The <b>EIGHT C</b> ’s of studying world history (3+5): <i>capriciousness, change, comparison, complexity, connection, contingency, contentiousness, and convergence.</i> –The concept of <i>macrohistory</i>	<b>Class no. 2</b> Wed 29–Jan	<b>READING ASSIGNMENT(S):</b>  a) <b>Strayer</b> (required text): <i>Preface</i> and <i>Prologue</i> ;  b) <b>PLUS</b> carefully study how the book is structured and organized (meaning what are the components of the book: preface, prologue, parts, chapters, index, and so on) and how each of its chapters is organized (sections, questions, primary documents; and so on);  c) <b>PLUS</b> diligently study the copyright page;  d) <b>PLUS</b> read entire <b>Chapter 3</b> of Strayer;  e) <b>PLUS</b> see if there are any announcements posted on the class home page.
		–Birth of a new religion –Islam and cross-cultural encounters –Empire plus civilization –Islam and the roots of the European Renaissance	–Spirituality versus Materialism –Reason versus faith –The conjuncture of fortuitously propitious historical factors	<b>Class no. 3</b> Mon 3–Feb	<b>READING ASSIGNMENT(S):</b>  a) <b>Strayer</b> (required text): entire <b>Chapter 9</b> (including all graphic materials: pictures, maps, the visual sources section, etc. [excluding the documents section]);  b) <b>PLUS</b> see if there are any announcements posted on the class home page.

	<ul style="list-style-type: none"> <li>-Legacy of the Roman Empire</li> <li>-Eastern Christendom</li> <li>-Western Christendom</li> <li>-Islam versus Christianity/The Crusades</li> </ul>	<ul style="list-style-type: none"> <li>-Political authority versus religious authority</li> <li>-Rendering what belongs to Caesar unto Caesar</li> <li>-The Church and state</li> </ul>	<p><b>Class no. 4</b> Wed 5-Feb</p>	<p><b>READING ASSIGNMENT(S):</b></p> <ul style="list-style-type: none"> <li>a) <b>Strayer</b> (required text): entire <b>Chapter 10</b> (including all graphic materials: pictures, maps, the visual sources section, etc. [excluding the documents section]);</li> <li>b) <b>PLUS</b> study the world maps at the very beginning and end of the book;</li> <li>c) <b>PLUS</b> part of the front matter titled “Working with Primary Sources”(comes after “Preface”);</li> <li>d) <b>PLUS</b> see if there are any announcements posted on the class home page.</li> </ul>
		<ul style="list-style-type: none"> <li>-The concept of “empire” and the political economy of malevolence and the historicity of impermanence</li> <li>-Civilizational hubris</li> <li>-The concept of “civilization:” behavioral versus material achievements</li> </ul>	<p><b>Class no. 5</b> Mon 10-Feb</p>	<p><b>READING ASSIGNMENT(S):</b></p> <ul style="list-style-type: none"> <li>a) <b>Strayer</b> (required text): entire <b>Chapter 11</b> (including all graphic materials: pictures, maps, the visual sources section, etc. [excluding the documents section]);</li> <li>b) <b>PLUS</b> see if there are any announcements posted on the class home page.</li> </ul>
	<ul style="list-style-type: none"> <li>-Paleolithic societies</li> <li>-The Aztec and the Inca Empires of the Americas</li> <li>-The African Muslim Empire of Songhay</li> <li>-The Ming Dynasty of China</li> <li>-Nation building and Cultural Renaissance in Europe</li> <li>-Trade and commerce during the pre-capitalist era</li> </ul>	<ul style="list-style-type: none"> <li>-Globalization (during the pre-capitalist era)</li> <li>-Temporal and spatial webs and the fallacy of civilizational autarky</li> <li>-The East-to-West Diffusion</li> <li>-The Crusades</li> </ul>	<p><b>Class no. 6</b> Wed 12-Feb</p>	<p><b>READING ASSIGNMENT(S):</b></p> <ul style="list-style-type: none"> <li>a) <b>Strayer</b> (required text): entire <b>Chapter 7, and Chapter 12</b> (including all graphic materials: pictures, maps, the visual sources section, etc. [excluding the documents section]);</li> <li>b) <b>PLUS</b> the part preceding Chapter 7 titled the <i>Big Picture</i>;</li> <li>c) <b>PLUS</b> study these two sections: <i>Introduction</i> and <i>Instructions...</i> at the beginning of the <b>Online Course Glossary</b> (which is Part B of Online Course Materials), including any footnotes--always, always study the footnotes too, as well as these terms: <i>ahistoricism, East-to-West Diffusion; historicity, hubris, and macrohistory</i>;</li> <li>d) <b>PLUS</b> see if there are any announcements posted on the class home page.</li> </ul>
<p><b>Part Two: The Journey 15<sup>th</sup> to 18<sup>th</sup> Century (1450 to 1770) toward Modernity: The Proto-Modern</b></p>	<ul style="list-style-type: none"> <li>-The Columbian Project</li> <li>-The geographic expansion of Europe: the coloniza-</li> </ul>	<ul style="list-style-type: none"> <li>-Genocide</li> <li>-The concept of the Natural Law of Prior Claim</li> <li>-Historiography and Eurocentrism</li> </ul>	<p><b>Class no. 7</b> Mon 17-Feb</p>	<p><b>READING ASSIGNMENT(S):</b></p> <ul style="list-style-type: none"> <li>a) <b>Strayer</b> (required text): entire <b>Chapter 13</b> (including all graphic materials: pictures, maps, the visual sources section, etc.);</li> </ul>

<p><b>Period</b></p>	<p>tion of the Americas          –The Columbian Exchange          –The Asian Empires          –The European colonization of Southern Africa</p>	<p>–Capitalism          –Mercantilism          –Imperialism          –Settler colonialism</p>		<p>b) <b>PLUS</b> the part preceding Chapter 13 titled the <i>Big Picture</i>;</p> <p>c) <b>PLUS</b> the chart “The Lineage of Popular Musical Genres” in reading <b>M1</b> in Part A of <i>Online Course Materials</i>;</p> <p>d) <b>PLUS</b> study/listen to the item “Ireland’s Great Hunger” in Part E of <i>Online Course Materials</i>;</p> <p>e) <b>PLUS</b> study these terms in the online <b>Course Glossary</b> (which is Part B of Online Course Materials) including any footnotes--always, always study the footnotes too: <i>conjuncture of fortuitously propitious historical factors, social change, Natural Law of Prior Claim, Columbian Exchange, and Columbian Project</i>;</p> <p>f) <b>PLUS</b> see if there are any announcements posted on the class home page.</p>
	<p>–Europe and the Asia trade          –The Atlantic Slave Trade</p>	<p>–Economic globalization (comparing the past version with the present)          –Race and Christianity          –The Hamitic Theory and the ideology of whiteness          –Sugar and European capital formation</p>	<p><b>Class No. 8</b>          Wed          19-Feb</p>	<p><b>READING ASSIGNMENT(S):</b></p> <p>a) <b>Strayer</b> (required text): entire <b>Chapter 14</b> (including all graphic materials: pictures, maps, the visual sources section, etc.);</p> <p>b) <b>PLUS</b> these readings: <b>HS-2; HW-4;</b> pp. 197 to 209 of <b>HW-5;</b> and pp. 281 to 298 of <b>HW-6</b> in Part A of Online Course Materials;</p> <p>c) <b>PLUS</b> section in <b>Chapter 5</b> of Strayer titled “Slavery in the Classical Era: The Case of the Roman Empire;”</p> <p>d) <b>PLUS</b> entire Document no. <b>14.3</b> in the section <i>Documents: Considering the Evidence</i>.</p> <p>e) <b>PLUS</b> study any relevant term(s) in the online <b>Course Glossary</b> (which is Part B of Online Course Materials), including any footnotes--always, always study the footnotes too;</p> <p>f) <b>PLUS</b> see if there are any announcements posted on the class home page.</p>
	<p>–The Protestant Reformation          –The globalization of Christianity          –Religion in India</p>	<p>–Christianity and imperialism          –Religion in history: a double-edged sword</p>	<p><b>Class no. 9</b>          Mon          24-Feb</p>	<p><b>READING ASSIGNMENT(S):</b></p> <p>a) <b>Strayer</b> (required text): entire <b>Chapter 15</b> (including all graphic materials: pictures, maps, the visual sources section, etc. [excluding the documents section]);</p> <p>b) <b>PLUS</b> study any relevant term(s) in the online <b>Course Glossary</b> (which is Part B of Online Course Materials), including any footnotes--always, always study the footnotes too;</p> <p>c) <b>PLUS</b> see if there are any announcements posted on the class home page.</p>

	<ul style="list-style-type: none"> <li>-The Enlightenment</li> <li>-Scientism versus Religion</li> </ul>	<ul style="list-style-type: none"> <li>-Islam, Judaism and the historical antecedents of European science</li> </ul>	<p><b>Class no. 10</b> Wed 26-Feb</p>	<p><b>READING ASSIGNMENT(S):</b></p> <ul style="list-style-type: none"> <li>a) <b>Strayer</b> (required text): Continuation of <b>Chapter 15</b>;</li> <li>b) <b>PLUS</b> study any relevant term(s) in the online <b>Course Glossary</b> (which is Part B of Online Course Materials), including any footnotes--always, always study the footnotes too;</li> <li>c) <b>PLUS</b> see if there are any announcements posted on the class home page.</li> </ul>
<p><b>Part Three: The European Footprint on World History</b> 18<sup>th</sup> to 20<sup>th</sup> century (1770 to 1914)</p>	<ul style="list-style-type: none"> <li>-The North American Revolution, 1775-1787</li> <li>-The French Revolution, 1789-1815</li> <li>-The Haitian Revolution, 1791-1804</li> <li>-The Spanish American Revolutions, 1810-1825</li> </ul>	<ul style="list-style-type: none"> <li>-The fallacy of Eurocentrism</li> <li>-Democracy versus the divine right to rule</li> <li>-Revolutions from above versus revolutions from below</li> </ul>	<p><b>Class no. 11</b> Mon 3-Mar</p>	<p><b>READING ASSIGNMENT(S):</b></p> <ul style="list-style-type: none"> <li>a) <b>Strayer</b> (required text): The part preceding <b>Chapter 16</b> titled the <i>Big Picture</i>;</li> <li>b) <b>PLUS</b> entire <b>Chapter 16</b> (including all graphic materials: pictures, maps, the visual sources section, etc.);</li> <li>c) <b>PLUS</b> study these terms in the online <b>Course Glossary</b> (which is Part B of Online Course Materials), including any footnotes--always, always study the footnotes too: <i>conservatism/conservatives</i>; and <i>left/right</i>;</li> <li>d) <b>PLUS</b> see if there are any announcements posted on the class home page.</li> </ul>
	<ul style="list-style-type: none"> <li>-The U.S. Civil War</li> <li>-The Abolition of Agrarian Slavery in the Americas</li> <li>-The development of nationalism and the nation state</li> <li>-Women and society</li> </ul>	<ul style="list-style-type: none"> <li>-The slave mode of production versus the industrial mode of production</li> <li>-defining modernity</li> <li>-Feminism</li> <li>-Patriarchy</li> </ul>	<p><b>Class no. 12</b> Wed 5-Mar</p>	<p><b>READING ASSIGNMENT(S):</b></p> <ul style="list-style-type: none"> <li>a) <b>Strayer</b> (required text): Continuation of <b>Chapter 16</b>;</li> <li>b) <b>PLUS</b> entire Document nos. <b>16.3</b>, and <b>16.4</b> in the section <i>Documents: Considering the Evidence</i>.</li> <li>c) <b>PLUS</b> readings <b>G-2</b>; <b>GVM-2</b>; <b>HG-4</b>; and <b>HG-5</b> in Part A of <i>Online Course Materials</i>;</li> <li>d) <b>PLUS</b> the item titled "The Civil War, African Americans, and U.S. History" in Part E of <i>Online Course Materials</i>.</li> <li>e) <b>PLUS</b> study this term in the online <b>Course Glossary</b> (which is Part B of Online Course Materials), including any footnotes--always, always study the footnotes too: <i>patriarchy</i>;</li> <li>f) <b>PLUS</b> see if there are any announcements posted on the class home page.</li> </ul>
	<ul style="list-style-type: none"> <li>-The Industrial Revo-</li> </ul>	<ul style="list-style-type: none"> <li>-Class formation and class</li> </ul>	<p><b>Class</b></p>	<p><b>READING ASSIGNMENT(S):</b></p>

lution	consciousness	<b>no. 13</b> Mon 10–Mar	<p>a) <b>Strayer</b> (required text): entire <b>Chapter 17</b> (including all graphic materials: pictures, maps, the visual sources section, etc. [excluding the documents section]);</p> <p>b) <b>PLUS</b> <i>diligently</i> study all the <i>images</i> in these two readings <b>CW/CS-11</b> and <b>CW/CS-12</b> in Part A of <i>Online Course Materials</i>;</p> <p>c) <b>PLUS</b> study these terms in the online <b>Course Glossary</b> (which is Part B of Online Course Materials), including any footnotes--always, always study the footnotes too: <i>wages—public</i>, all terms that begin with the word <i>class</i>, and <i>political consciousness</i>;</p> <p>d) <b>PLUS</b> see if there are any announcements posted on the class home page.</p>
–Comparative case study: industrialization in the U.S. and in Russia	–The Russian Revolution –Capitalism versus socialism	<b>Class no. 14</b> Wed 12– March	<p><b>READING ASSIGNMENT(S):</b></p> <p>a) <b>Strayer</b> (required text): Continuation of <b>Chapter 17</b>;</p> <p>b) <b>PLUS</b> reading nos. <b>CW/CS-1</b>, <b>CW/CS-5</b>, <b>CG-4</b>, and <b>CW/CS-19</b>;</p> <p>c) <b>PLUS</b> study the item titled “The Clean Water Act” in Part E of <i>Online Course Materials</i>.</p> <p>d) <b>PLUS</b> study these terms in the online <b>Course Glossary</b> (which is Part B of Online Course Materials), including any footnotes--always, always study the footnotes too: <i>democracy</i>, <i>capitalism</i>; and <i>feudalism</i>; and see if there are any announcements posted on the class home page.</p>
<b>Spring Recess</b>	<b>No class</b>		<b>Monday, 17–March</b>
<b>Spring Recess</b>	<b>No class</b>		<b>Wednesday, 19–March</b>
–The journey toward marginality: China, the Ottoman Empire, and the European juggernaut	–On the causes of the civilizational eclipse of Asia (China, India, and the Ottoman Empire)	<b>Class no. 15</b> Mon 24– March	<p><b>READING ASSIGNMENT(S):</b></p> <p>a) <b>Strayer</b> (required text): entire <b>Chapter 18</b>; (including all graphic materials: pictures, maps, the visual sources section, etc.);</p> <p>b) <b>PLUS</b> study these terms in the online <b>Course Glossary</b> (which is Part B of <i>Online Course Materials</i>), including any footnotes--always, always study the footnotes too: <i>agency/structure</i>, <i>American Dream</i>, and <i>meritocracy</i>;</p> <p>c) <b>PLUS</b> see if there are any announcements posted on the class home page.</p>
–A new world power:	–Comparing the historical	<b>Class</b>	<b>READING ASSIGNMENT(S):</b>

	The rise of Japan	trajectories of Japan and Ethiopia	<b>no. 16</b> Wed 26– March	<p>a) <b>Strayer</b> (required text): entire <b>Chapter 18</b> (including all graphic materials: pictures, maps, the visual sources section, etc. [excluding the documents section]);</p> <p>b) <b>PLUS</b> study any relevant term(s) in the online <b>Course Glossary</b> (which is Part B of Online Course Materials), including any footnotes--always, always study the footnotes too;</p> <p>c) <b>PLUS</b> see if there are any announcements posted on the class home page.</p>
	–Imperialism in the age of industrial capitalism: The colonization of Africa and the Middle East –The economic and cultural consequences of European colonialism	–On the causes of the Scramble for Africa –Articulating capitalist and pre-capitalist modes of production –On the historical agency of the subordinate	<b>Class no. 17</b> Mon 31– March	<p><b>READING ASSIGNMENT(S):</b></p> <p>a) <b>Strayer</b> (required text): Continuation of <b>Chapter 18</b>;</p> <p>b) <b>PLUS</b> study these terms in the online <b>Course Glossary</b> (which is Part B of Online Course Materials), including any footnotes--always, always study the footnotes too: <i>comprador/compradorial elite</i>; <i>white man’s burden</i>; <i>imperialism</i>; <i>colonialism</i>; and <i>settler colonialism</i>;</p> <p>c) <b>PLUS</b> see if there are any announcements posted on the class home page.</p>
<b>Part Four: 20<sup>th</sup> century (1914 to 2000) The Journey toward Convergence/ Globalization</b>	–European Hubris and the Path to Self-Destruction I: the First World War;		<b>Class no. 18</b> Wed 2–April	<p><b>READING ASSIGNMENT(S):</b></p> <p>a) <b>Strayer</b> (required text): The part preceding <b>Chapter 21</b> titled the <i>Big Picture</i>;</p> <p>b) <b>PLUS</b> entire <b>Chapter 20</b> (including all graphic materials: pictures, maps, the visual sources section, etc.);</p> <p>c) <b>PLUS</b> study any relevant term(s) in the online <b>Course Glossary</b> (which is Part B of Online Course Materials), including any footnotes--always, always study the footnotes too;</p> <p>d) <b>PLUS</b> see if there are any announcements posted on the class home page.</p>
	–The Great Depression	–The pitfalls of capitalism	<b>Class no. 19</b> Mon 7–April	<p><b>READING ASSIGNMENT(S):</b></p> <p>a) <b>Strayer</b> (required text): Continuation of <b>Chapter 20</b>;</p> <p>b) <b>PLUS</b> study any relevant term(s) in the online <b>Course Glossary</b> (which is Part B of Online Course Materials), including any footnotes--always, always study the footnotes too;</p> <p>c) <b>PLUS</b> see if there are any announcements posted on the class home page.</p>

<p>–European Hubris and the Path to Self-Destruction II: The Rise of Fascism and the Second World War</p>	<p>–Race and fascism –The Holocaust</p>	<p><b>Class no. 20</b> Wed 9–April</p>	<p><b>READING ASSIGNMENT(S):</b></p> <p>a) <b>Strayer</b> (required text): Continuation of <b>Chapter 20</b>;</p> <p>b) <b>PLUS</b> study these terms in the online <b>Course Glossary</b> (which is Part B of Online Course Materials), including any footnotes--always, always study the footnotes too: <i>appropriation; culture; essentialism; exoticism; fascism; Jim Crow; race/racism; stereotype; textual erasure, marginality; and voyeurism</i>;</p> <p>c) <b>PLUS</b> reading no. <b>HW-2; RW-3; RW-4; RW-8; and RW-13</b> in Part A of <i>Online Course Materials</i>;</p> <p>d) <b>PLUS</b> study/listen to the item titled “Savage Continent...” in Part E of <i>Online Course Materials</i>;</p> <p>e) <b>PLUS</b> see if there are any announcements posted on the class home page.</p>
<p>–Remaking the World: The Rise of the Superpowers (the United States and the Soviet Union); –The Formation of the United Nations; –Manufacturing the Middle East Cauldron</p>	<p>–Comprehending the Israeli/ Palestinian Conflict –The Universal Declaration of Human Rights</p>	<p><b>Class no. 21</b> Mon 14–April</p>	<p><b>READING ASSIGNMENT(S):</b></p> <p>a) <b>Strayer</b> (required text): Continuation of <b>Chapter 20</b>;</p> <p>b) <b>PLUS</b> study any relevant term in the online <b>Course Glossary</b> (which is Part B of <i>Online Course Materials</i>), including any footnotes--always, always study the footnotes too;</p> <p>c) <b>PLUS</b> study reading no. <b>HR-1</b> in Part A of <i>Online Course Materials</i>;</p> <p>d) <b>PLUS</b> see if there are any announcements posted on the class home page.</p>
<p>–The Cold War and Its Tyranny –The Rise and Fall of Communism</p>	<p>–On the causes of the Cold War –The Vietnam War –Theoretical analysis: capitalism, socialism, and democracy: separating myths from facts</p>	<p><b>Class no. 22</b> Wed 16–April</p>	<p><b>READING ASSIGNMENT(S):</b></p> <p>a) <b>Strayer</b> (required text): entire <b>Chapter 21</b> (including all graphic materials: pictures, maps, the visual sources section, etc. [excluding the documents section]);</p> <p>b) <b>PLUS</b> study this term in the online <b>Course Glossary</b> (which is Part B of Online Course Materials), including any footnotes--always, always study the footnotes too: <i>cold war</i>;</p> <p>c) <b>PLUS</b> see if there are any announcements posted on the class home page.</p>
<p>–20<sup>th</sup> century struggles for liberation and independence from</p>	<p>–On the tyranny of the nation–state –Gandhi and nonviolent</p>	<p><b>Class no. 23</b></p>	<p><b>READING ASSIGNMENT(S):</b></p> <p>a) <b>Strayer</b> (required text): Continuation of <b>Chapter 21</b>;</p>

	European imperialism	resistance	Mon 21–April	<p>b) <b>PLUS</b> reading nos. <b>RCR-20(a)</b>; and <b>RCR-20(d)</b> in Part A of <i>Online Course Materials</i>;</p> <p>c) <b>PLUS</b> study this term in the online <b>Course Glossary</b> (which is Part B of Online Course Materials), including any footnotes--always, always study the footnotes too: <i>non-violent disobedience</i>;</p> <p>d) <b>PLUS</b> see if there are any announcements posted on the class home page.</p>
	–Comparative history: freedom struggles in India, South Africa, and the United States (Jim Crow period)	–On the Law of Historical Irreversibility: Comparing South Africa, Israel, and the United States	<b>Class no. 24</b> Wed 23–April	<p><b>READING ASSIGNMENT(S):</b></p> <p>a) <b>Strayer</b> (required text): entire <b>Chapter 22</b> (including all graphic materials: pictures, maps, the visual sources section, etc.);</p> <p>b) <b>PLUS</b> study these terms in the online <b>Course Glossary</b> (which is Part B of Online Course Materials), including any footnotes--always, always study the footnotes too: <i>law of historical irreversibility</i> and <i>whiteness</i>;</p> <p>c) <b>PLUS</b> see if there are any announcements posted on the class home page.</p>
<b>Part Five: 21<sup>st</sup> century (2000 to 2014, and beyond)</b> <b>Staring at the Abyss: The March toward an Endgame?</b>	–Globalization and the World Economy in the 21 <sup>st</sup> Century –Globalization and Feminism	–Neo–imperialism and the reincarnation of “empire” –Globalization (old versus the new) –Techno–financialism	<b>Class no. 25</b> Mon 28–April	<p><b>READING ASSIGNMENT(S):</b></p> <p>a) <b>Strayer</b> (required text): Continuation of <b>Chapter 22</b>;</p> <p>b) <b>PLUS</b> study these terms in the online <b>Course Glossary</b> (which is Part B of Online Course Materials), including any footnotes--always, always study the footnotes too: <i>transnational multi-media monopoly conglomerates</i>, and <i>techno-financial monopoly capitalism</i>;</p> <p>c) <b>PLUS</b> see if there are any announcements posted on the class home page.</p>
	–Globalization and Religion –Tyranny in a globalized world	–Comparative religion –Islam (practices and beliefs) –Christianity (practices and beliefs) –Religious terrorism –Somalia, Sudan, Bosnia–Herzegovina, Chechnya, Rwanda, Tibet	<b>Class no. 26</b> Wed 30–April	<p><b>READING ASSIGNMENT(S):</b></p> <p>a) <b>Strayer</b> (required text): entire <b>Chapters 9 and 23</b> (including all graphic materials: pictures, maps, the visual sources section, etc.);</p> <p>b) <b>PLUS</b> items 1, 2, 3, 4, 5, and 6 of Reading no. <b>R-1</b> in Part A of <i>Online Course Materials</i>;</p> <p>c) <b>PLUS</b> study/listen to the item titled “Christ in Context” in Part E of <i>Online Course Materials</i>.</p> <p>d) <b>PLUS</b> study these terms in the online <b>Course Glossary</b> (which is Part B of Online Course Materials), including any footnotes--always, always study the footnotes too: <i>globalization</i> and</p>

			<p><i>global warming;</i></p> <p>e) <b>PLUS</b> see if there are any announcements posted on the class home page.</p>
<p>–Globalization and the Environment –Globalization and Disease</p>	<p>–Global warming and climate change –Rainforests and human rights –Species jumping of pathogens –HIV/AIDS</p>	<p><b>Class no. 27</b> Mon 5–May</p>	<p><b>READING ASSIGNMENT(S):</b></p> <p>a) <b>Strayer</b> (required text): Continuation of <b>Chapter 23</b>;</p> <p>b) <b>PLUS</b> study any relevant term(s) in the online <b>Course Glossary</b> (which is Part B of Online Course Materials), including any footnotes--always, always study the footnotes too;</p> <p>c) <b>PLUS</b> see if there are any announcements posted on the class home page.</p>
<p>–Globalization and Class Warfare</p>	<p>–Toward a new concept of modernity –Globalization and Neoliberal Economics</p>	<p><b>Class no. 28</b> Wed 7–May</p>	<p><b>READING ASSIGNMENT(S):</b></p> <p>a) <b>Strayer</b> (required text): Continuation of <b>Chapter 23</b>;</p> <p>b) <b>PLUS</b> readings <b>CW/CS-10(a)</b>; sections 1, and 19 of <b>CW/CS-18</b>; and <b>GG-3</b> in Part A of Online Course Materials;</p> <p>c) <b>PLUS</b> read item 1(b) and <i>explore</i> items 2(a) through 2(e) of Reading no. <b>CW/CS-30</b> in Part A of Online Course Materials;</p> <p>d) <b>PLUS</b> study these terms in the online <b>Course Glossary</b> (which is Part B of Online Course Materials), including any footnotes--always, always study the footnotes too: <i>ignorantia/ignoranti</i>;</p> <p>e) <b>PLUS</b> see if there are any announcements posted on the class home page.</p>
<p><b>Final Exam 16—May Friday</b> 11:45 am-2:45pm Knox 104</p>	<p>See announcement on the class home page on what the exam will cover.</p>	<p>(Note: I will be using the entire 3 hour period, so arrange your schedule accordingly.)</p>	<p><b>16—May Friday</b></p>

I hope you did learn something in this course—at the very least that you must not take things for granted. (Appreciation is one of the best qualities a person can have.) I wish you all a great break!

