Overview

“History… does not merely refer to the past,” novelist James Baldwin wrote in 1965. “History is literally present in all that we do.” In order to understand the world, our place in it, and the world we want to live in, it is imperative that we have a firm grasp on history. Over the course of the semester, we will explore the major contours of the past five centuries of global history and, in the process, the making of the modern world. Rather than a traditional “rise of the West” narrative, we will maintain a global approach. Europeans and later North Americans are, of course, major players, but they are and historically have not been the only or even the most significant regions. After all, why was Christopher Columbus so interested in finding the Indies? As we shall see, it was not until quite late, around 1850, that European economic power surpassed that of Asia. From the standpoint of the twenty-first century, many scholars suggest that Asian power may be returning to its earlier prominence. Part of our concern this semester, then, will be to explore how and why such changes took place. Why, for example, is poverty concentrated in some regions of the world and not others? Why are some states weak and others strong? How do these relationships change over time? Through a combination of lecture, discussions, and reading and writing assignments, we will work to answer these questions and many others.

Learning Outcomes

Students who take History courses at Abraham Baldwin Agricultural College are expected to show competency in the following outcomes:

1. Demonstrate the ability to analyze historical documents.
2. Identify Primary as opposed to Secondary documents/sources.
3. Demonstrate the ability to extract relevant information from maps and graphs.
4. Employ those facts and interpretations to extract primary arguments from primary and/or secondary sources.

These goals will be achieved through the verbal and written analysis of assigned readings primary documents.
**General Education Outcomes**

Students will describe how historical, economic, political, social, and spatial relationships develop, persist, and change as well as how they are impacted by the complexity and diversity of individual and group behavior.

**Class Format**

We will meet three times each week and, for the most part, class time will be a mix of discussion and lecture. The fact that this is a survey course means that we will cover quite a lot of material in a relatively short amount of time. Attendance, active participation, and critical engagement with lectures and assigned reading are key.

**Assessment**

Students’ grades will be based on several criteria. These include participation, three short essays, four quizzes, and cumulative final and mid-term exams. Grades will be posted in a timely fashion on D2L.

**Participation: 5%**

**Essays: 30%**

**Quizzes: 25%**

**Exams: 40%**

*Participation* – Attendance is central to participation. If a student is not present, then she/he cannot participate in class discussions. In order to participate effectively in class discussions, students must come to class prepared to talk and think critically about issues in the readings and lectures. Our class size and limited time means that each student cannot contribute every time we meet. Though contributing to class discussions with questions and comments is a major part of your assessment, it is equally important to listen and encourage others to participate.

*Exams* – Students will complete a mid-term exam on --- and a final exam on --. The mid-term exam will cover all assigned reading and lectures up to that point in the semester. The final exam is cumulative. Each exam is divided into two sections. The first consists of short answer questions. The second section consists of multiple-choice and matching questions. Each section draws on the reading guides and lecture. The exams are equally weighted.

*Quizzes* – Students will complete four quizzes over the course of the semester. Each quiz is divided into two sections. The first consists of short answer questions. The second section consists of multiple-choice and matching questions. Each section draws on the reading guides and lecture. The quizzes are not cumulative.

*Essays* – Analytical reading and writing are important ways that students engage course materials. Over the course of the semester, students will write three 600-word essays responding to prompts based on primary and secondary sources posted on D2L. The instructor will post readings and prompts at least one week before essays are due. Essays on are due on turnitin.com on August 27, October 1, and November 5 at 11:59 pm. Login information for turnitin.com is as follows:

**Class ID: 10308085**

**Password: hobsbawm**
Grammar and punctuation are part of your grade, but the purpose of the essay is to encourage students to critically engage academic texts and primary historical documents. It is not necessary for the student to agree with a particular argument. It is, however, important that students take the texts seriously. Students may use the textbook and their lecture notes for reference, but the bulk of their essays should explicitly deal with the text. A grading rubric will be available on D2L. Graded papers with comments will be available on turnitin.com in a timely fashion.

Outside Help
I have listed my office hours at the beginning of the syllabus, but I am available by appointment on other days as well. I am happy to meet with students to discuss any problem or question they may have about course materials or assignments.

Late Papers and Quizzes/Exams
Short essays will be accepted late, but students will lose one letter grade for every 24 hours. Exams are eligible for make-ups only with documentation of official absences. Students unable to attend class must notify and make arrangements with me before hand in order to be eligible for a make-up quiz or exam.

Academic Honesty
Cheating of any kind will not be tolerated. In addition to being reported to the College, any student found guilty of plagiarism or cheating will receive a zero on the assignment and possibly a failing grade for the course. For more on Abraham Baldwin Agricultural College’s policies on academic dishonesty students should consult the school’s “Code of Conduct” at:

Attendance
Students are required to attend class. Official, university-sanctioned absences are excused only if students provide documentation before their absence. It is the student’s responsibility to contact the instructor about rescheduling exams or quizzes. Only those students with official, university-sanctioned absences on exam or quiz days will be allowed to reschedule. Students are also responsible for all content covered in the class they missed (excused or not). It is the student’s responsibility to arrange to have a classmate take notes for them. Students may miss a total of three classes (excused or not) without incurring penalties other than those stipulated in the section above on “Late Papers and Quizzes/Exams.” Students missing four classes (excused or not) will earn a zero for their participation grade. Students missing five or more classes (excused or not) will earn a failing grade for the course. There will be no exceptions.

Disability Services
I fully appreciate that all of us have different learning styles. If you have a diagnosed condition requiring adjustments to the course, please set up an appointment with me during office hours so that we can work out a plan for the semester. Please meet with me as soon as possible. Evidence of legitimate need for this consideration must be provided. To obtain the proper documentation, please schedule an appointment with Disability Services (http://www.abac.edu/sd/disability/) by contacting Dr. Maggie Martin (mmartin@abac.edu) or her office at 229-391-5135.
Required Books

COURSE SCHEDULE

**Week One** – Introductions

**Week Two** – The World in 1500
*Read: Chapter 12 in Strayer’s Ways of the World*

**Week Three** – Empire and Encounters
*Read: Chapter 13 in Strayer’s Ways of the World*
*Essay One due at 11:59 on August 27*

**Week Four** – Seventeenth Century Crisis
*Read: Chapters 14-5 in Strayer’s Ways of the World*
*Quiz One on September 4*

**Week Five** – Colonization and Slavery
*Read: Chapters 14-5 in Strayer’s Ways of the World*

**Week Six** – Empire as a Way of Life
*Read: Chapters 14-5 in Strayer’s Ways of the World*

**Week Seven** – Atlantic Revolutions
*Read: Chapters 16-7 in Strayer’s Ways of the World*
*Mid-Term Exam on September 24*

**Week Eight** – Industrial Revolutions
*Read: Chapters 16-7 in Strayer’s Ways of the World*
*Essay Two due at 11:59 on October 1*

**Week Nine** – “Springtime of the People”
*Read: Chapters 16-7 in Strayer’s Ways of the World*

**Week Ten** – Great Divergence
*Read: Chapter 19 in Strayer’s Ways of the World*
*Quiz Two on October 15*

**Week Eleven** – Age of Empire
*Read: Chapter 18 in Strayer’s Ways of the World*

**Week Twelve** – War and Revolution
*Read: Chapters 20-1 in Strayer’s Ways of the World*
*Quiz Three on October 30*

**Week Thirteen** – “Midnight in the Century”
*Read: Chapters 20-1 in Strayer’s Ways of the World*
*Essay Three due at 11:59 on November 5*

**Week Fourteen** – Decolonization and Cold War
*Read: Chapter 23 in Strayer’s Ways of the World*

**Week Fifteen** – Neoliberal Revolution
*Read: Chapter 23 in Strayer’s Ways of the World*
*Quiz Four on November 19*

**Week Sixteen** – The End of History?

**Week Seventeen**
*December 1 – Final Exam Review*
*Final Exam on December – from 2:45-4:45*