Course & Instructor Information
Prof. E.J. Davies
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Office Hours: MWF 10:45 am – 11:45 am, Before and After Class or By Appointment
Class Hour: 6:00-8:35 pm
Classroom: Murray Campus, Room 102
Credits: Three

Required Textbooks
Achebe, Things fall Apart
Defoe, A Journal of the Plague Year
Maalouf, Leo Africanus
Wills, 1688: A Global History
Liss, The Coffee Trader
Wisner et al., Discovering the Global Past

Content of Textbooks
The textbooks give students different perspectives on the global past. The main work, Sivers et al, Patterns of World History vol. 2, provides the grand story of the human experiences over the past 500 years. It gives the students guidelines for understanding the general themes of this story as well as the main events and individuals who played a central in these events. The novels create the emotional and individual experiences and enable the student to discover the ways in which global change comes to communities and persons across the planet. Chinua Achebe, for instance, recounts the impact of European imperialism on communities and individuals in West Africa and the ways in which lives were dramatically reordered because of the coming of the Europeans. Maalouf recounts the experiences of a young Muslim who was forced to flee the Iberian Peninsula as a result of the Spain’s conquest of Granada in 1492 and his travels from North and sub-Saharan Africa to Italy and Rome. Similarly, the Liss portrayal of the origins of the modern coffee industry shows the intersection of gender, religions, ethnicity and global trade in Holland. Discovering the Global Past enables the students to exam primary documents and begin to conduct an analysis of these documents and what they tells about that experience. For instance, First Encounters depicts the interaction of Europeans with the indigenous in the Americas and Japan. Together these assignments enable the students to develop an understanding the globe and the changes it endured over the past five centuries.
Rationale for the course
World History has taken on new importance in the age of globalization. Production, consumption, travel and a host of other activities now often occur in the global context. Rarely do products in the United States come from American factories or even from the North American continent. The illustrious Barbie Doll is no longer produced in the United States! United States corporations usually have production sites scattered across the globe and employ thousands of workers in other regions of the world from Southeast Asia to Eastern Europe. These are just a few signs pointing toward an economic and social life increasingly organized on a global scale.

As we move through the course we need to keep in mind such phenomena have been with us for many centuries, albeit organized in a different fashion but still a critical part of the human experience. Biological exchanges, oceanic trade, and even cultural borrowings across great distances have played a major role in the shaping the human race. World History, then, enables us to see the human experience in such terms and understand the past not from a national agenda but from a global perspective.

Assignments and Grading Policies
The assigned readings can be found in the textbook section of the University Bookstore. The main textbook, Peter von Sivers, Charles A. Desnoyers, George B. Stow. Patterns of World History, Brief Edition: Volume Two: Since 1400 provides background for the themes developed in the course. It is important to read the text assignments each week in preparation for the lectures.

Students will take two in-class examinations. The first examination covers the first half of the course while second covers the remainder of the course. Each examination counts for 20% of the final grade. Students will also prepare two, 500 word book reviews from the assigned readings outside of Peter von Sivers, Charles A. Desnoyers, George B. Stow. Patterns of World History, Brief Edition: Volume Two: Since 1400, and Wisner et al., Discovering the Global Past. Each book review counts for 5% of the final grade. The first examination is scheduled for October 8th. The second examination is scheduled for examination week (See Academic Calendar).

Students will also prepare two reports from Wisner et al., Discovering the Global Past. These will consist of three to four pages and examine documents from two of the chapters in Discovering the Global Past. Students will select document several documents from each chapter and read the Problem, the Background, the Method and sections of each chapter. Based on these materials students will use the Questions to Consider section to prepare their short papers. It is important to read the epilogue section as well. Students may choose documents from the following chapters: One, Four, Five, Six, Eight, Eleven, Twelve, Thirteen and Fifteen. We will also discuss this assignment to make sure students understand the assignment. The first paper will be due October 24th. The second paper will be due November 24th.
Each of the two essays prepared by a student will count for 20% of the grade for a total of 40% of the final grade. The first book review will be due October 1st. The second book review will be due December 1st. Extra-credit may be earned by completing a third and fourth papers from Discovering the Global Past.

**Learning Outcomes**

**Critical Thinking:**
Students will prepare critical reviews of two assigned novels for the course. These reviews will ask students to identify two key themes in each review and evaluate the ways in which these themes enhance their understanding of past societies and the impact of social, economic and/or physical change upon these societies. In the in-class examinations questions will address the issue of connecting these themes with major themes raised in lectures.

Students will also prepare two four-page papers based on the primary source book. Each chapter introduces students to key issues in World History and then presents a series of documents that relate directly to these issues. Students must evaluate the content of these documents, their biases, their authors and the intended audiences.

In-class examinations ask that students evaluate broad issues raised in lectures and supplemented by the textbook and the novels. By critically examining broad global changes and their impact of societies such as the creation of an Atlantic World after 1492, they will come to grasp the ways in which historical change shapes societies and economies both across long periods of time and across great distance. They will also acquire an understanding of how historical change influences the present.

**Written Communication**
Student assignments stress heavily writing as an essential skill. Students are asked to prepare several written papers and reviews. The reviews emphasis economy and clarity as each review is limited to 500 words. Students must identify themes in as economic fashion as possible given the word limit. Students must also include a critical reaction to the book as part of the review. In preparing the two documents papers, students must be able to presents clear and economic descriptions of the documents and their historic import as well as connecting them to larger global issues raised in lectures and in the introduction to each chapter in the documents book.

In large classes editing of papers and reviews must of necessity be limited to one page in each assignment. A brief summary of writing styles and written expression will accompany each graded paper. The summary is also kept on file and used to examine student progress in developing their writing skills over the course of the term.
COURSE OUTLINE:

First Week

*Encounters: Trade and commerce in the early modern period in Eurasia, 1450-1700: Prelude*
- Climate, the Little Ice Age and the Early Modern World
- Famine, Disease and Death Across the Globe
- Climate, Famine and Political Disorder: China and Europe

*Encounters: Trade and commerce in the early modern period in Eurasia, 1450-1700:*
- The Polities of Europe and East Asia
- Trade and Commerce in the Early Modern World
- The Epic Voyages of Cristobal Colon and Vasco da Gama

- Maalouf, *Leo Africanus*
- Liss, *The Coffee Trader*
- Wisner, *Discovering the Global Past*, chapters one and four

Second & Third Weeks

*Building the Atlantic World 1492-1700*
- Encounters: Disease and Dietary Exchange
- The Spanish Empire in the Americas
- The Portuguese and Coastal Plantations in Brazil
- The English: Plantations, Farms and Shipping
- Creating a Slave World: Brazil and the Caribbean
- Brazil, Africa and the South Atlantic Slave trade

- Defoe, *A Journal of the Plague Year*

Fourth & Fifth Weeks

*Revolutions in an Imperial World 1750-1830*
- The United States Revolution
- The French and Haitian Revolution
- The Spanish-American Revolutions
- Brazil in the Age of Revolution
- Emancipation: Brazil & The United States

- Wisner, *Discovering the Global Past*, chapter six
Sixth and Seventh Weeks
*Industrialization and the World Transformed 1780-1914*
Industrialization in Great Britain
Industrialization in the United States
Creating a hemispheric Economy: the U.S., Mexico and Brazil
Industrialization in Germany and Japan

Wisner, *Discovering the Global Past*, chapters eight and eleven

Eighth & Ninth Weeks
*Industrialization and Global Migration 1780-1914*
Gender and Work in Industrial Societies
Class, Family and Spheres
Migration in the Pre-industrial World
Industrialization and Oceanic Migration: The United States, Canada, Argentina and Voluntary Migration in the Atlantic World
Feeding Urban Industrial Tastes: Brazil and Coffee Exports


Tenth Week
*Imperialism and European and Japanese Empires*
The Opium Wars and the Expansion of British Power in Asia
The Europeans and Africa
Resisters and Disorder in Africa
The Japanese and Expansion on the Asian Mainland


Eleventh and Twelfth Weeks
*Wars, Depression and the End of Globalization 1914-1945*
The World Connected: Technology, Consumer Goods and Global Integration
World War I: Disrupting the Global Economy
Mobilizing Transnational Empires for War
Industrialization and War Production
Women, War and Work
The Wilsonian Moment, The Russian Revolution and the Tumultuous End of the War/The Versailles Treaty
The 1920s and Temporary Recovery
The Rise of Fascism and Nationalism in Europe and Asia
The Great Depression and the Rise of Fascist States
World War II: The World Destroyed and Remade

Wisner, Discovering the Global Past, chapters twelve and thirteen

Thirteenth, Fourteenth and Fifteenth Weeks
The Cold War and the Revival of a Global Economy 1945-2000
The Cold War in Europe
Wars of Liberation: Asian Independence Movements, European Imperial Resistance and United States Intervention
The Cold War and Latin America: Cuba to Nicaragua and El Salvador
Globalization Renewed: Technology, Free Trade and Economic Recovery
The Growth of New Industrial Powers: Brazil as an Economic Powerhouse
Toward an Uncertain Future

Assignment: Peter von Sivers, Charles A. Desnoyers, George B. Stow. Patterns of World History, Brief Edition: Volume Two: Since 1400, chapter 29, 30, 31
Wisner, Discovering the Global Past, chapter fifteen

Americans with Disabilities Act (ADA) Statement
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.
All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Wellness Statement
Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776.

Veterans Center
If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: http://veteranscenter.utah.edu/. Please also let me know if you need any additional support in this class for any reason.

LGBT Resource Center
If you are a member of the LGBTQ community, I want you to know that my
classroom is a safe zone*. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: http://lgbt.utah.edu/. Please also let me know if there is any additional support you need in this class.

**Learners of English as an Additional/Second Language**
If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (http://linguistics.utah.edu/esl-program/); the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class.