

Cecilia Miller
January 25, 2019

World History
CSS Junior History
Spring 2019
CSS 340—01/02

This course will give students a solid understanding of World History from the River Valley Civilizations, the Classical Period, and the Post-Classical Period, to the Early-Modern Period, the Long Nineteenth Century, and the Contemporary Period. Emphasis will be placed on the development of major cultures around the world—and there will also be discussion of how the major cultures fail to explain much of World History. Throughout the course there will be regular emphasis on the modern implications of World History.

In practical terms, students will learn how to assess a broad range of historical sources from varied places and times; how to debate these works in class discussion; how to produce concise and precise short papers; how to write papers based on an argument/counter-argument format; how to make connections between the historical topics being studied and the current news; and how to work collaboratively on a Group Project.

Major Readings:

Adam Hart-Davis, ed.,
HISTORY: FROM THE DAWN OF CIVILIZATION TO THE PRESENT DAY
(DK Smithsonian).

Neil MacGregor,
A HISTORY OF THE WORLD IN 100 OBJECTS
(Penguin).

Peter N. Stearns, ed.,
WORLD HISTORY IN DOCUMENTS: A COMPARATIVE READER
(NYU Press).

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Assignments and Requirements:

• Weekly Quizzes.

The Quizzes will test your detailed knowledge of the readings.

• Weekly 2-page Papers.

Email the paper to me, as a Word document, before class starts on Friday afternoon.

• Class Participation.

• Every week, bring an Article to class, from the current news, related to the reading of that week.

• There will also be a required Group Project and Group Presentation on a particular part of the World.

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Week 1

Week 1 Readings:

Adam Hart-Davis, ed., *History: From the Dawn of Civilization to the Present Day*,
Foreword and Section 1, "Origins, 4.5 MYA – 3000 BCE," pp. 10-45.

Neil MacGregor, *A History of the World in 100 Objects*, Preface and Introduction, pp. xiii-xxvi;
Part One and Part Two, pp. 1-54.

Peter Stearns, ed., *World History in Documents*, Introduction, pp. 1-9.

Week 1 Assignments:

1. Prepare for a Quiz on all 3 of the Week 1 Readings.
2. A 2-page Paper written in the format outlined on the attached Instructions for Papers and Check List for Papers.
3. Bring an article to class, related to the Week 1 readings, from the current news.

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Week 2

Week 2 Readings:

Adam Hart-Davis, ed., *History: From the Dawn of Civilization to the Present Day*,
Section 2, "Rulers & Hierarchies, 3000-700 BCE," pp. 46-83.

Neil MacGregor, *A History of the World in 100 Objects*, Part Three, "The First Cities and States,
4000-2000 BC" and Part Four, "The Beginnings of Science and Literature,
2000-700 BC," pp. 61-123.

Peter Stearns, ed., *World History in Documents*,
Ch. 1, "Creation Stories," and
Ch. 2, "Comparing Laws: The Importance of the State,"
pp. 11-33.

Week 2 Assignments:

1. Prepare for a Quiz on all 3 of the Week 2 Readings.
2. A 2-page Paper written in the format outlined on the attached Instructions for Papers and Check List for Papers.
3. Bring an article to class, related to the Week 2 readings, from the current news.

Week 3

Week 3 Readings:

Adam Hart-Davis, ed., *History: From the Dawn of Civilization to the Present Day*,
Section 3, "Thinkers & Believers, 700 BCE – 600 CE" pp. 84-151.

Neil MacGregor, *A History of the World in 100 Objects*,
Part Five, "Old World, New Powers, 1100-300 BC,"
Part Six, "The World in the Age of Confucius, 500-300 BC,"
Part Seven, "Empire Builders, 300 BC – AD 10,"
Part Eight, "Ancient Pleasures, Modern Spice, AD 1- 500,"
and Part Nine, "The Rise of World Faiths, AD 100-600,"
pp. 124-292.

Peter Stearns, ed., *World History in Documents*,
Ch. 3, "Political Ideals in China and Greece,"
Ch. 4, "Social Inequality,"
Ch. 5, "Conditions of Women in the Classical Civilizations: China and India,"
Ch. 6, "Military Roles in China and Rome,"
Ch. 7, "Buddhism and Christianity,"
pp. 34-78.

Week 3 Assignments:

1. Prepare for a Quiz on all 3 of the Week 3 Readings.
2. A 2-page Paper written in the format outlined on the attached Instructions for Papers and Check List for Papers.
3. Bring an article to class, related to the Week 3 readings, from the current news.

Week 4

Week 4 Readings:

Adam Hart-Davis, ed., *History: From the Dawn of Civilization to the Present Day*,
Section 4, "Warriors, Travelers, & Inventors, 600-1450" pp. 152-217.

Neil MacGregor, *A History of the World in 100 Objects*,
Part Ten, "The Silk Road and Beyond, AD 400-800,"
Part Eleven, "Inside the Palace: Secrets at Court, AD 700-900,"
Part Twelve, "Pilgrims, Raiders, and Traders, AD 800-1300,"
Part Thirteen, "Status Symbols, AD 1100-1500,"
pp. 293-421.

Peter Stearns, ed., *World History in Documents*,
Ch. 8, "Religion and State in Islam and Christianity,"
Ch. 9, "Conditions of Women in Islam, Byzantine Christianity, and
Western Christianity,"
Ch. 10, "Feudalism in Western Europe and Japan,"
Ch. 11, "The Crusades: Muslim and European Reactions,"
Ch. 12, "Merchants and Trade,"
Ch. 13, "The Mongol Era: Conquests and Connections,"
Ch. 14, "Africa in the Postclassical World,"
Ch. 15, "Chinese and Portuguese Voyages in the Fifteenth Century,"
pp. 100-159.

Week 4 Assignments:

1. Prepare for a Quiz on all 3 of the Week 4 Readings.
2. A 2-page Paper written in the format outlined on the attached Instructions for Papers and Check List for Papers.
3. Bring an article to class, related to the Week 4 readings, from the current news.

Week 5

Week 5 Readings:

Adam Hart-Davis, ed., *History: From the Dawn of Civilization to the Present Day*,
Part 5, "Renaissance & Reformation, 1450-1750," pp. 218-283.

Neil MacGregor, *A History of the World in 100 Objects*,
Part Fourteen, "Meeting the Gods, AD 1200-1500,"
Part Fifteen, "The Threshold of the Modern World, AD 1375-1550,"
Part Sixteen, "The First Global Economy, AD 1450-1650,"
Part Seventeen, "Tolerance and Intolerance, AD 1550-1700,"
pp. 422-558.

Peter Stearns, ed., *World History in Documents*,
Ch. 16, "Europeans and American Indians: Explorers, Conquerors, and
Aztec Reactions,"
Ch. 17, "The Spread of Slavery and the Atlantic Slave Trade,"
Ch. 18, "The Scientific Revolution and Global Impact,"
Ch. 19, "The Gunpowder Empires,"
Ch. 20, "Coffee in Early Modern History,"
pp. 161-217.

Week 5 Assignments:

1. Prepare for a Quiz on all 3 of the Week 5 Readings.
2. A 2-page Paper written in the format outlined on the attached Instructions for Papers and Check List for Papers.
3. Bring an article to class, related to the Week 5 readings, from the current news.

Week 6

Week 6 Readings:

Adam Hart-Davis, ed., *History: From the Dawn of Civilization to the Present Day*,
Section 6, "Industry & Revolution, 1750-1914," pp. 284-361.

Neil MacGregor, *A History of the World in 100 Objects*,
Part Eighteen, "Exploration, Exploitation and Enlightenment, AD 1680-1820,"
Part Nineteen, "Mass Production, Mass Persuasion, AD 1780-1914,"
pp. 559-625.

Peter Stearns, ed., *World History in Documents*,
Ch. 21, "The Age of Atlantic Revolutions,"
Ch. 22, "Nationalism,"
Ch. 23, "The Opium War: Chinese and English Views,"
Ch. 24, "The Emancipations and Their Consequences,"
Ch. 25, "Russian and Japanese Conservatism,"
Ch. 26, "Business Values in the Industrial Revolution,"
Ch. 27, "Women and Education in the Nineteenth Century,"
pp. 219-302.

Week 6 Assignments:

1. Prepare for a Quiz on all 3 of the Week 6 Readings.
2. A 2-page Paper written in the format outlined on the attached Instructions for Papers and Check List for Papers.
3. Bring an article to class, related to the Week 6 readings, from the current news.

In Week 6 we will meet with Suzy Taraba, Director of Special Collections and Archives, at the Rare Book Room, Special Collections, Olin Library, at a slightly earlier time. Class will be from 1:50-3:50 p.m.

We will have the Quiz and some of our regular discussion, and then Suzy Taraba will show us manuscripts, books, and objects related to World History.

Week 7

Week 7 Readings:

Adam Hart-Davis, ed., *History: From the Dawn of Civilization to the Present Day*,
Section 7, "Section 7, "Population & Power, 1914-Present," pp. 361-487.

Neil MacGregor, *A History of the World in 100 Objects*,
Part Twenty, "The World of Our Making, AD 1914-2010,"
AND Maps.
pp. 559-667.

Peter Stearns, ed., *World History in Documents*,
Ch. 28, "Twentieth-Century Revolutions,"
Ch. 29, "Authoritarianism on the Right: Italian Fascism,"
Ch. 30, "Dropping the Atom Bomb on Japan,"
Ch. 31, "The Spread of Democracy at the End of the Century,"
Ch. 32, "Issues of Cultural Identity: Africa and Latin America,"
Ch. 33, "Women and Global Change,"
Ch. 34, "Consumerism and Its Discontents,"
Ch. 35, "Terrorism and Anti-Terrorism,"
Ch. 36, "Global Warming and Global Environmentalism,"
pp. 303-416.

Week 7 Assignments

1. Prepare for a Quiz on all 3 of the Week 7 Readings.
2. A 2-page Paper written in the format outlined on the attached Instructions for Papers and Check List for Papers.
3. Bring an article to class, related to the Week 7 readings, from the current news.

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GROUP PROJECT

At the end of this CSS Junior History Tutorial, you will prepare a Group Project and then give a Group Presentation on a part of the World that you previously did not know. The composition of the Groups and the choice of parts of the World must be approved by me.

In addition to the Presentation, on the day of the Presentation, each Group also needs to turn in 1 set of detailed notes per Group, on this part of the World—surveying its history across time, and its place in the contemporary world in political, economic, social, and intellectual terms. You will be expected to use all 3 of the required readings for this World History Tutorial fully, to refer to a reading from each of your other CSS classes from both your sophomore and junior years, and then to go beyond your CSS readings to other sources, some of these must be written sources and others may be electronic. Sources such as *The Economist Country Reports* are highly recommended.

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INSTRUCTIONS FOR WEEKLY 2-PAGE PAPERS

Expectations for the Paper

The paper must demonstrate familiarity with the texts, the ability to manipulate ideas and to organize your arguments, and independent thought regarding the fundamental issues. Your arguments must be thoroughly grounded in the texts. Constant references to related issues in the texts are required. There should be a clear line of argument and a smooth development of ideas. Each core paragraph should contain a claim and several sentences of analysis that examine the relevance of the particular paper topic to the overall theme. You must do much more than summarize the subject. You must refer to all three required readings. You are not expected to consult additional sources. The paper is designed to drill you in forms of argumentation and to teach you different types of analysis.

Thesis Argument

After finishing the reading, you must design a controversial Thesis Argument, which you will test on the Test Case. Ideally this Thesis Argument and the Test Case will come from your reading notes.

The paper should be **2 pages**, excluding Endnotes and the Running List of Paper Titles.

The paper must contain the following essential features:

Title

Make it short and—if possible—memorable. It should not be the same as your Thesis Argument.

Introduction

You must explicitly state the Thesis Argument and the Test Case. The Thesis Argument must be genuinely controversial. Do not hesitate to present views with which I might disagree, but, throughout the paper, you must support your assertions from the texts. In the Introduction, you should present the question for debate (to a reader familiar with the topic, but one who must be persuaded of your command of the subject) and state the direction and aims of the paper.

Argument for Test Case 1

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This paragraph should maintain that the Thesis Argument is correct in terms of the Test Case. It should contain short quotations, examples, and exceptions from the texts.

Counter-Argument for Test Case 1

This paragraph should assert that the Thesis Argument is not correct in terms of Test Case. Counter-Arguments must be developed as fully as the arguments.

Statement of Opinion

This is your opportunity to express your views about the topic, the texts, and the writing styles, as well as any background or related interests you might have in the subject. You may use the first person in this section, but only for emphasis. The Statement of Opinion should contain an intellectual surprise. In what way has your understanding of the reading been changed by something specific in your life (a book you have read or a trip you have taken, to give two examples) or *vice versa*? This will be the next-to-last paragraph.

Conclusion

The conclusion should be more than a rephrasing of the introduction. It must be part of the debate. Assess the strength of the Argument and the Counter-Argument. Explicitly state if the Test Case won or lost on the Thesis and why. A direct answer to your contentious Thesis Argument should appear here. There should be some small element of doubt concerning your own views up to this point, if you have effectively presented both sides of the arguments throughout the paper.

Warnings

Do not use colloquial phrases. Adopt the scholarly tone of an educated person of our own century. You are not obliged to imitate the writing styles of the authors. Watch your tenses. Employ active verbs. Do not use contractions. Define all terms. Analyze quotations; do not use them to make your points for you. Only use quotation marks for quotations. Transitions are needed from one major idea to the next. Give details, for example, dates (in particular, for authors, historical characters, and books), numbers, and places. Underline or italicize all foreign words. Avoid the following words: fact, really, actually, obviously, truth, reality, say, mean, feel, believe, important, and interesting. Do not repeat words. Use a thesaurus or J. I. Rodale's *The Synonym Finder* (New York: Warner Books, 1978). Number the pages. Arguments must be made in depth; be concise and precise. Constructively criticize and respond directly to the authors. Discuss the significance of the problems raised. Address both sides of an argument. Display your knowledge of the texts. Focus your approach. Read the paper out loud to yourself three times. Check your spelling. Present views in an analytical and contentious manner. Be aware of the organization of the paper. Expand your vocabulary. Use 10 words in each paper that you have never used before. The instructions for the paper set the minimum standard.

IS THERE A SENSE OF INTELLECTUAL EXCITEMENT IN THE PAPER?

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Endnotes

Do not put citations in the text. Endnotes are required. A bibliography is not needed, as all books consulted should appear in the Endnotes. Thus all the required reading should be noted in the endnotes. At the end of your paper, on a separate page, use the following style:

Endnotes

1. Sinclair Lewis, *It Can't Happen Here* (New York: Signet, 1935, 1970), pp. 99-111.
2. *Ibid.*, p. 198.
3. Nadine Gordimer, *My Son's Story* (New York: Penguin, 1990), p. 77.
4. Lewis, p. 169.

Additional Readings and Resources for Writing Papers

Jane Aaron, *The Compact Handbook* (Little Brown).

Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research* (Chicago).

M. Neil Browne and Stuart M. Keeley, *Asking the Right Questions* (Prentice-Hall), esp. Ch. 7.

J. I. Rodale, *The Synonym Finder* (Warner).

Anthony Weston, *A Rulebook for Arguments* (Hackett), esp. Ch. X.

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Name _____

Week _____

Check List for Paper

Put this Check List at the front of your paper.

Mark off each required item below as you complete it.

In addition, write comments about any problems you have with the paper structure or the books, to me on the Check List.

Use the Check List as a means of communication with me.

Send the completed Check List and your paper, together in one Word attachment, to me before class.

_____ The **Title** should be short and it must clearly identify the subject of the paper. If possible, it should also be clever. To begin, simply give a brief summary of the reading and an abstract idea, for example, for Week 1: Origins of Modern Humans and Property. (For a list of abstract ideas see the handout from *The Dictionary of the History of Ideas*.) In later papers, work on adding an intriguing subtitle.

**The Short Paper should be 2 pages long,
and it must have 5 paragraphs:**

Introduction

Argument for the Test Case

Counter-Argument for the Test Case

Statement of Opinion

Conclusion

_____ The first sentence of the paper/the Introduction should contain a **Shocking Detail** from the text.

_____ The **Thesis Argument** should be put in bold and be in the Introduction. It must present a new way of considering the subject.

_____ Note the **Test Case** in the final sentence of the Introduction.

_____ **Number pages** in the top, right-hand header, starting on page 2.

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_____ **Again, the 2-page Paper should have 5 Paragraphs: Introduction, Argument for the Test Case, Counter-Argument for the Test Case, Statement of Opinion, and Conclusion.**

Every Body Paragraph must start with a **Claim**. Thus 2 clear Claims per paper, one for the Argument and one for the Counter-Argument.

Here is the structure for the Claim Sentence:

The Test Case (name it)
proves/disproves the Thesis (repeat it briefly)
How or Why.

And here is the format for the **Internal Logic** of the Body Paragraphs (the Argument and Counter-Argument):

1. Claim
2. Assertion/Analysis by you, with textual evidence
3. Quibbling with the Assertion, with textual evidence
4. Demonstration that your Assertion has nevertheless won, with textual evidence
5. Conclusion/Link to the Thesis

_____ **Statement of Opinion**

Conclusion:

_____ In the first sentence, paraphrase your Thesis Argument.

_____ One sentence of analysis for the Test Case. Clearly state if the Test Case won or lost on the Thesis and why. And, in that same sentence, briefly note part of the one reading (perhaps a particular chapter of a book) crucial to the winning side for the Test Case.

_____ End the Conclusion with at least one sentence in which you discuss 2 ways in which you now would revise this paper.

_____ Also note 2 additional topics you would like to study if you were to go on with this subject (topics suggested by the text but not in the texts).

Also:

_____ Use **10 New Words** in the paper that you have never used before and put them in bold. Overall, expand your vocabulary. Use words that are pithy, not grandiloquent.

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Endnotes (not footnotes) required.
Put the endnotes on a separate page.
5 per page = minimum of 10 Endnotes for a 2-page paper.
Number of Endnotes in this paper: _____.

Follow the Endnote format exactly. (The ability to learn a new system quickly is highly useful in multiple ways.)

Give all the textual divisions.
Here is the Endnote format that you should follow (and two books you should read someday):

Endnotes

1. Sinclair Lewis, *It Can't Happen Here* (New York: Signet, 1935, 1970), pp. 99-111.
2. *Ibid.*, p. 198.
3. Nadine Gordimer, *My Son's Story* (New York: Penguin, 1990), p. 77.
4. Lewis, p. 169.

_____ Also start a **Running List of Paper Topics**, a list of all your paper titles throughout the semester.

The Endnotes and the Running List of Paper topics should be on a separate final page.