



## UNIVERSITY OF NEW YORK IN PRAGUE

**Course:** INT228 World History (3 US cr. / 6 ECTS)  
**Semester:**  
**Prerequisites:** None  
**Instructor/Title:**  
**Contact:**  
**Office hours:**

### 1. Catalogue Description

An analysis and survey of global themes from the “Age of Discovery” to the end of the twentieth century.

### 2. Course Purpose

This course will address global themes from approximately 1400 to about 2000. Major themes include the rise of global trade in the Age of Exploration, religious toleration and coexistence in the Early Modern Period (especially in the Muslim empires), the Atlantic slave trade, the global impact of the Industrial Revolution, Imperialism and Colonialism, the two world wars and colonialism, Communism and the “Third World,” and Decolonization. As much as possible, the main focus is on the history of the “non-Western” world.

### 3. Required Readings

Text: Stearns, Peter N., et al. *World Civilizations: The Global Experience*. Fifth edition. New York: Pearson Longman, 2007.

Specific reading assignments:

Dewulf, Jeroen. “Black Brotherhoods in North America: Afro-Iberian and West-Central African Influences,” *African Studies Quarterly* 15:3 (2015) 19-38.

Dursteler, Eric. “Bad Bread and the Outrageous Drunkenness of the Turks,” *Journal of World History* 25: 2,3 (2014): 203 – 228.

Gandhi, M.K. *An Autobiography, or The Story of my Experiments with Truth* [selections]. Ahmedabad: Navajivan Publishing House, 2002: 39-51;101-109; 119-121; 197-201 &287-290.

Keesing, Roger M. “Creating the Past: Custom and Identity in the Contemporary Pacific,” *The Contemporary Pacific* 1:1,2 (Spring and Fall, 1989): 19 – 42.

Liu, Yu. “The Spiritual Journey of an Independent Thinker: The Conversion of Li Zhizao to Catholicism,” in *Journal of World History* 22:3 (2011): 433-453.

Prunier, Gérard. “Frontline: Prunier Interview,”  
<http://www.pbs.org/wgbh/pages/frontline/shows/rwanda/etc/interview.html>

Rogaski, Ruth. “Nature, Annihilation, and Modernity: China’s Korean War Germ-Warfare Experience Reconsidered,” *The Journal of Asian Studies* 61:2 (May, 2002): 381-415.

- Shimoda, Hiraku. "Tongues-Tied: The Making of a 'National Language; and the Discovery of Dialects in Meiji Japan," *American Historical Review* 115:3 (2010): 714-731.
- Stearns, Peter N. et. al. *World Civilizations: The Global Experience* [selections]. Fifth Edition. Pearson Longman, 2007: 566 – 579.
- Tran, My-Van. "Japan through Vietnamese Eyes (1905-1945)," *Journal of Southeast Asian Studies* 30:1 (1999): 126-146.

#### **4. Additional Readings**

- Akçam, Taner. *A Shameful Act. The Armenian Genocide and the Question of Turkish Responsibility*. New York: Holt, 2006.
- Beasley, W.G. *The Rise of Modern Japan*. New York: St. Martin's Press, 2000.
- Becker, Elizabeth. *When the War was Over: Cambodia and the Khmer Rouge Revolution*. New York: Public Affairs, 1998.
- Beeson, Trevor, and Pearce, Jenny. *A Vision of Hope: The Churches and Change in Latin America*. Philadelphia: Fortress Press, 1984.
- Chandler, David. *A History of Cambodia*. Fourth Edition. Westview Press, 2008.
- Chang, Iris. *The Rape of Nanking*. New York: Basic Books, 1997.
- Chapman, Peter. *Bananas: How the United Fruit Company Shaped the World*. Edinburgh: Canongate, 2007.
- Diamond, Jared. *Guns, Germs, and Steel: The Fates of Human Societies*. New York: W.W. Norton, 1999.
- Dikötter, Frank. *Mao's Great Famine*. London: Bloomsbury, 2010.
- Dikötter, Frank. *The Tragedy of Liberation*. London: Bloomsbury, 2013.
- Dower, John W. *War without Mercy: Race and Power in the Pacific War*. New York: Pantheon Books, 1986.
- Duiker, William J. *Ho Chi Minh: A Life*. New York: Hyperion, 2000.
- Elkins, Caroline. *Imperial Reckoning: The Untold Story of Britain's Gulag in Kenya*. New York: Henry Holt, 2005.
- Finkel, Caroline. *Osman's Dream: The History of the Ottoman Empire*. New York: Basic Books, 2005.
- Grandin, Greg. *Fordlandia: The Rise and Fall of Henry Ford's Forgotten Jungle City*. New York: Picador London: Bloomsbury, 2010. 2009.
- Hinton, Alexander Laban. *Why Did They Kill? Cambodia in the Shadow of Genocide*. Berkeley: University of California Press, 2005.
- Horne, Alister. *A Savage War of Peace: Algeria, 1954-1962*. New York: New York Review of Books, 1977.
- Hobsbawm, Eric. *Age of Empire*. New York: Vintage, 1989.
- Hobsbawm, Eric. *Age of Extremes*. New York: Vintage, 1994.
- Hochschild, Adam. *King Leopold's Ghost*. New York: Mariner Press, 1999.
- Inalik, Halil. *The Ottoman Empire: The Classical Age, 1300-1600*. London: Phoenix Press, 1973.
- Kiernan, Ben. *The Pol Pot Regime: Race, Power, and Genocide in Cambodia under the Khmer Rouge, 1975-79*. Yale University, 1996.
- Levathes, Louise. *When China Ruled the Seas*. Oxford: Oxford University Press, 1994.
- Levine, Robert M. *Father of the Poor? Vargas and his Era*. Cambridge: Cambridge University Press, 1998.
- Lovell, Julia. *The Opium War*. London: Picador, 2011.

- Manela, Erez. *The Wilsonian Moment: Self-Determination and the International Origins of Anticolonial Nationalism*. Oxford: Oxford University Press, 2007.
- Mann, Charles C. *1491: New Revelations of the Americas before Columbus*. New York: Vintage Books, 2011.
- Mansfield, Peter. *The Arabs*. London: Penguin Books, 1992.
- Meli, Francis. *A History of the ANC: South Africa Belongs to us*. London: James Currey, 1988.
- Meredith, Martin. *The State of Africa: A History of the Continent since Independence*. London: Simon and Schuster, 2011.
- Olusoga, David and Erichsen, Casper W. *The Kaiser's Holocaust: Germany's Forgotten Genocide*. London: Faber and Faber, 2010.
- Parry, J.H. *The Discovery of the Sea*. Berkeley: University of California Press, 1974.
- Preston, Diane. *The Boxer Rebellion*. New York: Berkley Books, 2000.
- Prunier, Gérard. *The Rwanda Crisis: History of a Genocide*. New York: Columbia University Press, 1995.
- Gura, Ramachandra. *India after Gandhi*. London: Macmillan, 2007.
- Rizvi, S.A.A. *The Wonder that as India*. Part II. New Delhi: Rupa, 1987.
- Robb, Peter. *A History of India*. New York: Palgrave, 2002.
- Sparks, Alister. *Tomorrow is Another Country. The Inside Story of South Africa's Road to Change*. Chicago: The University of Chicago Press, 1995.
- Spence, Jonathan D. *The Memory Palace of Matteo Ricci*. New York: Penguin Books, 1983.
- Starn, Orin. *Ishi's Brain: In Search of America's Last "Wild" Indian*. New York: W.W. Norton, 2004.
- Thomas, Hugh. *The Slave Trade: The History of the Atlantic Slave Trade, 1440-1870*. New York: Phoenix, 2006.
- Thompson, Leonard. *A History of South Africa*. New Haven: Yale University Press, 1995.

## 5. Learning Outcomes

Upon completion of this course, students should be able to:

- a.) Summon at least a basic reserve of specific data about World History, in order to have an intelligent and educated conversation about it, and to have a better sense of how to find and use such information when needed.
- b.) Be capable of finding and recognizing areas of disagreement and uncertainty in historical dialogue about World History, and to know what some of the major controversies are.
- c.) Not only recognize key areas of dispute about World History, but also understand, at least on a basic level, how historical arguments are made and how historical evidence is evaluated and used.
- d.) To familiarize students with "non-Western" historical topics and problems that are often ignored or treated superficially in traditional American and European education systems.

## 6. Course Schedule

Class 1: Syllabus; The Humble Discipline of History

Class 2: The World of Christopher Columbus

Class 3: Three Islamic Empires

Class 4: Early Modern East Asia

- Class 5: Slave Trade; Culture in the Americas
- Class 6: The Global significance of the Industrial Revolution
- Class 7: **EXAM I**
- Class 8: Imperialism
- Class 9: The Global Consequences of World War I
- Class 10: "Race" and World War II
- Class 11: Global Cold War and the Socialist Model
- Class 12: The Problem of "Decolonization"
- Class 13: China and Southeast Asia
- Class 14: Race and Mass murder in Rwanda, **FINAL ESSAY DUE**
- Class 15: **EXAM II**

**7. Course Requirements and Grading – the course will be graded on the basis of:**  
**a.) overview of requirements**

<b>EXAM I (MIDTERM)</b>	<b>(25%)</b>
<b>EXAM II (FINAL)</b>	<b>(25%)</b>
<b>FINAL ESSAY</b>	<b>(25%)</b>
<b>IN-CLASS ASSIGNMENTS</b>	<b>(20%)</b>
<b>CLASS ENGAGEMENT</b>	<b>(5%)</b>

**b.) Specific requirements:**

- **TWO EXAMINATIONS (MIDTERM AND FINAL):** Each exam covers lecture notes, reading assignments, and class discussions. The exams consist of: 1. One essay question for 60 points. 2. 20 multiple choice: 1 point each for 20 points. 3. 10 "fill in the blank" questions: 2 points each for 20 points.
- **IN-CLASS ASSIGNMENTS:** These assignments, which occur almost weekly, and are designed to facilitate class discussion and written analysis of weekly reading assignments. The assignments are designed to be written by students as groups during class. All assignments are graded based on a 10 point scale. If you miss the assignment, the score is zero, and it is impossible to make up a missed assignment. However, the lowest score from the semester will be dropped from the final average.
- **FINAL ESSAY:** The essay is designed to introduce beginning students to the process of doing historical research. Students will research a given data base and use the information to answer a theoretical question posed by the professor. One class will be a "seminar" dedicated to discussion the main question, the sources, and the production of the final paper.
- **CLASS ENGAGEMENT:** A large part of the course depends on lively discussion. Participation both in the group assignment and in the class discussion are essential.

## Grading scale

Letter Grade	Percent (%)	Generally Accepted Meaning
A	95-100	Outstanding work
A-	90-94	
B+	87-89	Good work, distinctly above the average
B	83-86	
B-	80-82	
C+	77-79	Acceptable Work
C	73-76	
C-	70-72	
D+	67-69	Work that is significantly below average
D	63-66	
D-	60-62	
F	0-59	Work that does not meet the minimum standards for passing the course

## 8. Key UNYP Policies

### Attendance:

-It is your responsibility to show up to class on time. If you are late you will be marked as absent for that hour. **If you miss more than 12 (twelve) hours of class, for any reason, you will automatically fail the entire course. Pay strict attention to this. The class policy is standard UNYP policy.**

### Academic Honesty

- The university's rules on academic dishonesty (e.g., cheating, plagiarism, submitting false information) will be strictly enforced. Please familiarize yourself with the **student honor code** or ask your instructor for clarification.
- For examinations: copying from your neighbor, communicating with another student, using a phone or anything similar will result in you failing the test or quiz.
- On written papers, properly note your sources with academic citations. Cutting and pasting from the Internet without accurately citing the source may be considered plagiarism. Students may be required to submit papers electronically, which could mean an automated check for plagiarism via the Turnitin resource.

Students may also be required to defend the content of a paper orally to an instructor as a check on authorship.

- If you have questions about any of the above, please consult with the instructor.

## 9. General Requirements

### CLASSROOM RULES

A. The use of electronic devices during class is prohibited. All notebook computers must remain closed. Students may not use phones in any way. If you are serious about taking notes on your notebook, then you must discuss it with me first.

B. Private conversations between students during class are strictly prohibited, except when they are involved in a group project.

C. Entering and leaving the classroom while the class is underway is prohibited, except in the case of emergencies.

## 10. European Credit Transfer and Accumulation System (ECTS):

- Students who complete the course will receive 6 ECTS credits, which are the equivalent of 3 American credits. (In other words, 2 ECTS credits equal 1 American credit hour.)
- Further, 1 ECTS credit corresponds to 25-30 hours of work. Thus, a 6-credit ECTS course (equivalent to a 3-credit American course) will total 150-180 projected work hours. For this course, students are expected to spend time in the following course-related activities:

Class Lectures and exams	50 hours
Reading class-related material	50 hours
Exam preparations	25 hours
Final Project preparation	50 hours
<b>TOTAL</b>	<b>175 hours</b>

## 11. Technology Expectations

Written assignments done outside of class must be done on a word processor using an English-language spell checker.