

HIS 308: Navigating World History

TR 9:30 am – 10:45 am

School of Education Building 214

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Office Hours: TR, 2-4 pm in MHRA 2123, or by appointment



Description

This course will prepare Social Studies Licensure majors to teach world history. The course will both introduce students to a diverse array of methods and will serve as an example of how to approach world history teaching. The course introduces students to pedagogical and historiographical debates in the world history field.

In this course, we will not “cover” every region or country. World history is not about coverage, but about cross-border connections, interactions, exchanges, and comparisons. We will talk about broad transformations, common patterns, and variations. In this course, we will also engage in “big history,” that is thinking about hundreds of thousands of years of human activity and take a close look at the Paleolithic and Neolithic eras. As we tackle the complexity of human existence, we will think about the challenges of doing – and teaching – world history. At the end, students will be able to answer for themselves why world history matters.

NC Department of Public Instruction: <https://www.dpi.nc.gov/>

NCDPI Social Studies Standards, 2021: <https://sites.google.com/dpi.nc.gov/social-studies/newly-approved-k-12-social-studies-standards>

*** PLEASE CHECK YOUR UNCG EMAIL & CANVAS ANNOUNCEMENTS ***

ASSIGNMENTS

1. **Reflection Exercises:** At the end of each unit, you will write a 500-word reflection (roughly 1- 1.5 pages double spaced). Use the following questions to guide your reflections: What are the most important points you learned in this unit? How does this unit contribute to your understanding of world history? What will you teach your students? (Think broadly here. You can focus on an idea that you think is particularly relevant, a class activity, or a pedagogical tool, whatever comes to mind)

2. **Teaching Activities:** One of the tasks of this class is to apply some of the methods of world history to your own future classes. You will be responsible for two (2) teaching activities, one for the pre-1500 period, and the other for the post-1500 period. You are free to choose your own topic and grade level and you have a range of activities from which to choose: an assessment, activity with primary sources, activity with visual sources, activity with mapping, targeted research, etc. You will be expected to submit a summary of the planned activity and explain how it relates to world history standards. Details of what you will submit on Canvas.

3. **Final Project:** This final requires you to review your own reflections and to think deeply and broadly about world history. Here you are required to outline your very own course. You can choose to plan a course that centers on the period up to the 1500s, or from the 1500s. When you design your course, think about the student learning outcomes, and make them appropriate to your chosen grade (middle school, high school, etc.). Detailed instructions in class.

4. **Participation/Discussions:** You will not get much out of this course unless you come to class having completed the readings assigned for that day. In class, we will discuss assigned readings, work with primary sources, and examine different world history approaches. You are expected to actively participate in all class discussions and activities. Doing so will also help you with the rest of the assignments

5. **Attendance:** You are expected to attend the entire class to be counted as present for that day. You are allotted three (3) unexcused absences. You need not ask for permission or provide documentation for those three missed classes. You are still responsible for any missed notes and for turning in assignments on time. **Unless excused, absences beyond three class periods are considered excessive and will result in a 10% reduction of the grade for each missed class thereafter.** After missing more than five (5) classes, excused or unexcused, I will ask you to drop the course.

Final Grade Break down

Assignment Description	Percent
Attendance	10
Participation	15
Reflection Exercises	30
Teaching Activities	20
Final Project	25
TOTAL	100

Grading Scale

A: 93- 100	C+: 77-79	D-: 60-62
A-: 90-92	C: 73-76	F: 0-59
B+: 87-89	C-: 70-72	
B: 83- 86	D+: 67-69	
B-: 80-82	D: 63-66	

Required Books:

Strayer, Robert W, and Eric Nelson. *Ways of the World: A Brief Global History*. Volume 1. Fifth Edition. New York, NY: Bedford, Freeman & Worth, 2022 [Through the Fifteenth Century]

Strayer, Robert W, and Eric Nelson. *Ways of the World: A Brief Global History*. Volume 2. Fifth Edition. New York, NY: Bedford, Freeman & Worth, 2022 [Since the Fifteenth Century]

*I reserve the right to modify the reading schedule (add, subtract, swap out readings) or slightly alter assignment due dates (always later, never earlier).

COURSE CALENDAR

August 16 – First Day of Class

- Introductions
- Course syllabus
- What is World History? And NC Department of Public Instruction World History Standards

August 18 – The Task of World History

Reading:

- Jerry H. Bentley, “The Task of World History,” In *The Oxford Handbook of World History*, Jerry H. Bentley, ed. (Oxford University Press, 2011), pp. 1-17.
- Micol Seigel, “World History's Narrative Problem,” *Hispanic American Historical Review* 84:3 (August 2004): 431-446 [skim – read especially the concluding section]

UNIT 1: Turning Points in Early World History, to 600 B.C.E

August 23 – First Peoples; First Farmers, to 3500 B.C.E

Reading:

- Strayer, Chap 1

In class:

- Primary sources: *The Epic of Gilgamesh*, and Genesis

August 25 – First Civilizations: Cities, States, and Unequal Societies, 3500 B.C.E – 600 B.C.E

Reading:

- Strayer, Chap 2

In class:

- Source: The Code of Hammurabi, translated by L. W. King (New York, 1915).

Due: Reflection Exercise Unit 1

UNIT 2: Continuity and Change in the Second-Wave Era, 600 B.C.E – 600 C.E.

August 30 – State and Empire in Eurasia and North Africa

Reading:

- Strayer, Chap 3

In class:

- Source: Depicting the Roman Emperor

September 1 – Culture and Religion in Eurasia/North Africa

Reading:

- Strayer, Chap 4

In class:

- Source: Representations of the Buddha

September 6 – Society and Inequality

Reading:

- Strayer, Chap 5

In class:

- Source: Expressions of Patriarchy.
 - o Aristotle “On the Good Wife”
 - o “The Laws of Manu” (Indian expressions of Patriarchy)

September 8 – Commonalities and Variations: Africa, the Americas, and Pacific Oceania, 600 B.C.E. – 1200 C.E.

Reading:

- Strayer, Chap 6

Due: Reflection Exercise Unit 2

UNIT 3: Civilizations and Encounters during the Third-Wave Era, 600-1450

September 13 – Commerce and Culture: Silk Roads, Sea Roads, Sand Roads

Reading:

- Strayer, Chap 7

In class:

Sources:

- Dangers and Assistance on the Silk Road
- Francesco Pegolotti, “Advice for European Merchants Traveling to China”
- Letters from the Silk Roads

September 15 – China and the World

Reading:

- Strayer, Chap 8

September 20 – The Worlds of Islam: Afro-Eurasian Connections

Reading:

- Strayer, Chap 9

In class:

- Olivia Remie Constable, ed., *Medieval Iberia: Readings from Christian, Muslim, and Jewish Sources*, 2nd ed. (Philadelphia: University of Pennsylvania Press, 2012), 45–46.
- Islam in the Urban Landscape: Prayer Hall, the Great Mosque of Cordoba | ca. 800
- Depicting Social Interactions Among Muslims and Christians

September 22 – The Worlds of Christendom: Contraction, Expansion, and Division

Reading:

- Strayer, Chap 10

In class: The Crusades

- Pope Urban II, Speech at Clermont, 1095
- August C. Krey, *The First Crusade: The Accounts of Eye-Witnesses and Participants* (Princeton, NJ: Princeton University Press, 1921), 54–56.
- *Arab Historians of the Crusades*, selections

September 27 – The Mongol Moment in World History

Reading:

- Strayer, Chap 11

In class: The Black Death

- Ibn Al-Wardi, Report of the Pestilence, 1348
- Giovanni Boccaccio, *The Decameron*, Mid-fourteenth century
- Duane Osheim, trans., “Pistoia, “Ordinances for Sanitation in a Time of Mortality,” October 28, 1994. Accessed at <http://www2.iath.virginia.edu/osheim/pistoia.html>.

September 29 – The Worlds of the Fifteenth Century

Reading:

- Strayer, Chap 12

In class: First Encounters

- A Journal of the First Voyage of Vasco da Gama, 1498
- Christopher Columbus, Letter to Ferdinand and Isabella, 1493

Due: Reflection Exercise Unit 3

UNIT 4: The Early Modern World, 1450-1750

NOTE: We begin to use Strayer and Nelson, *Ways of the World*, Volume 2

October 4 – Political Transformations: Empires and Encounters

Reading:

- Strayer, Chap 13

In class

- Stuart B. Schwartz, *Victors and Vanquished* (Boston, MA: Bedford/St. Martin's, 2000), 133–55.
- James Lockhart, ed. and trans., *We People Here: Nahuatl Accounts of the Conquest of Mexico* (Los Angeles, CA: University of California Press, 1993), 108–18.

DUE: Pre-1500 Teaching Activity

October 6 – Economic Transformations: Commerce and Consequence

Reading:

- Strayer, Chap 14

In class: The Slave Trade

- Images of the Slave Trade
- King Affonso, Letters to King João of Portugal

October 11 – NO CLASS | FALL BREAK

October 13 – Cultural Transformations: Religion and Science

Reading:

- Strayer, Chap 15

Due: Reflection Exercise Unit 4

UNIT 5: The European Moment in World History

October 18 – Atlantic Revolutions, Global Echoes

Reading:

- Strayer, Chap 16

In class:

- The French Revolution and the “Rights of Men”
- Simón Bolívar, The Jamaica Letter
- Frederick Douglass, What to the Slave Is the Fourth of July? 1852

October 20 – Revolutions of Industrialization

Reading:

- Strayer, Chap 17

In class:

- Elizabeth Bentley, Factory Worker, Testimony, 1831
- Friedrich Engels, The Condition of the Working Class in England, 1844
- Poetry from the Factory Floor, select examples

October 25 – Colonial Encounters in Asia, Africa, and Oceania

Reading:

- Strayer, Chap 18

In class:

- Images of Colonial Rule
- Prince Feroze Shah, The Azamgarh Proclamation, 1857

October 27 – Empires in Collision: Europe, the Middle East, and East Asia

Reading:

- Strayer, Chap 19

In Class:

- Tokugawa Nariaki, Memorial on the American Demand for a Treaty, 1853
- A Sumo Wrestler and a Foreigner
- Sakuma Shozan, Reflections on My Errors, Mid-1850s

DUE: Reflection Exercise Unit 5

UNIT 6: The Long Twentieth Century, 1900- Present

November 1 – War and Revolution: The First World War

Reading:

- Strayer, Chap 20

In class:

- In the Aftermath of the Great War, Various

November 3 – War and Revolution: The Second World War

Reading:

- Strayer, Chap 20

November 8 – Communism / Decolonization

Reading:

- Strayer, Chap 21

In Class:

- Ho Chi Minh, Declaration of Independence of the Democratic Republic of Vietnam, September 2, 1945
- Jawaharlal Nehru, Independence Day Speech, August 14, 1947
- Kwame Nkrumah, Africa Must Unite, 1963

DUE: Post-1500 Teaching Activity

November 10 – The Global Cold War

Reading:

- Strayer, Chap 21

November 15 – Global Processes: Technology, Economy, and Society

Reading:

- Strayer, Chap 22

In Class:

- Postcards of the Future: A French Artist Imagines Technological Change
- Depicting Communist Technology
- Nuclear Technology and Fears of Nuclear Holocaust

November 17 – Global Processes: Demography, Culture, and the Environment

Reading:

- Strayer, Chap 23

Due: Reflection Exercise Unit 6

November 22 – Recap: So, what is world history after all? How will you teach it?

Reading:

- Revisit the articles assigned the first week of class and think about them in relation to the *Ways of the World* textbooks.

November 29 – Last Day of Class

- Review
- Final prep

Final: Thursday, December 8. Submit via Canvas

COURSE & UNIVERSITY POLICIES

The University's COVID-19 Policies

As we return for Fall 2022, all students, faculty, and staff and all visitors to campus are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. While face-coverings are optional in most areas on campus, individuals are encouraged to wear masks. All individuals and visitors to campus are asked to follow the following actions:

- Engaging in proper hand-washing hygiene.
- Self-monitoring for symptoms of COVID-19.
- Staying home when ill.
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.
- Completing a self-report when experiencing COVID-19 symptoms, testing positive for COVID-19, or being identified as a close contact of someone who has tested positive.
- Staying informed about the University's policies and announcements via the COVID-19 website.

Students who are ill, quarantining, or isolating should not attend in-person class meetings, but should instead contact their instructor(s) so alternative arrangements for learning and the submission of assignments can be made where possible.

As we continue to manage COVID-19 on our campus, we are following the lead of the local health department and we will adjust our plans to balance student success, instructional requirements, and the hallmarks of the collegiate experience with the safety and wellbeing of our campus community.

Midterm Grades:

In keeping with UNCG policy, I will post a midterm grade for you in UNCGenie by the end of the **sixth week of the term (September 23rd)**. That grade will not appear on your transcript or in your GPA calculations. Instead, it is intended to help you and your academic advisor understand how you are doing in the course up to that point. If you review your midterm grade and find it to be lower than you hoped, I encourage you to talk to me so we can make a plan together for your success.

Late assignment policy, make-ups: Late assignments are accepted and will be penalized 10%, or one letter grade per day late. The one exception to this policy is the final exam, for which I will not accept late work.

Disruptive Behavior: Arriving late, packing up or leaving early, and talking during class are a few common examples of disruptive classroom behavior. These will not be tolerated.

Respectful engagement with peers: The classroom is an academically productive and safe environment for students to express their opinions and ask questions. History is controversial, and sensitive themes will be discussed in this class. Students are expected to treat their classmates with respect and maturity, and any behavior that inhibits productive academic engagement will not be permitted.

Contacting your Professor: Please call me Dr. or Professor Jashari (YA-SHAH-REE) and contact me via email (d_jashari@uncg.edu). During weekdays, you can expect a reply within 24 hours; on weekends, I will not reply. Please plan accordingly. Structure your emails in a professional way and be mindful of your tone.

Academic Integrity: I take violations of academic integrity very seriously. Please ask me if you have any questions about what constitutes plagiarism and know that it will not be tolerated in this classroom. Enrollment in this course and submission of each written assignment constitute students' acceptance of UNCG's Academic Integrity Policy. You can find a copy of the full policy at: <http://academicintegrity.uncg.edu/complete/>.

The following is the University's definition of plagiarism:

Representing the words, thoughts, or ideas of another, as one's own in any academic exercise. Plagiarism may occur on any paper, report, or other work submitted to fulfill course requirements. Faculty should take into account whether the student has had the opportunity to learn appropriate citation procedures based on previous course work successfully completed before formalizing Academic Integrity charges. Examples of plagiarism include, but are not limited to, the following:

- submitting work done by another, whether a commercial or non-commercial enterprise, including the Internet, as one's own work
- failure to properly cite references and/or sources
- submitting, as one's own, work done by or copied from another including work done by a fellow student, work done by a previous student, or work done by anyone other than the student responsible for the assignment

Office of Accessibility Resources and Services (ods.uncg.edu/): Students who have documented disabilities that require accommodation should register with OARS and bring in the required paperwork during the first week of class. No accommodations can be made without the appropriate paperwork from OARS.

Information Technology Services (its.uncg.edu/): Your source for all tech problems, including computer malfunctions, issues with Canvas, etc. The professor cannot help you with these!

University Writing Center (writingcenter.uncg.edu/): Provides help with paper structure, argument, grammar, style, etc.