



**HIST 520.01W WORLD HISTORY THEORIES & METHODS  
COURSE SYLLABUS: SPRING 2014**

Instructor: Dr. Cynthia Ross Wiecko  
Adjunct Faculty  
Class Time: Online  
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**COURSE INFORMATION**

**Materials – Textbooks, Readings, Additional Readings:**

Patrick Manning. *Navigating World History: Historians Create a Global Past*. New York: Palgrave MacMillan, 2003. ISBN: 9781403961198

Jerry Bentley, Herbert Ziegler, Heather Streets-Salter. *Traditions and Encounters: A Brief Global History, Volume II*. Third Edition. New York: McGraw Hill Higher Education, 2013. ISBN: 9780077412067

Additional required articles and readings for each week will be available in eCollege under DocSharing.

*A Note about the Course Texts:*

*Students are expected to acquire the course texts prior to the start of class. Failure to do so will hinder a student's ability to keep up with the course, and the Instructor is in no way responsible for such an eventuality. Allowances will not be made for students who lack possession of any course books.*

**Course Description:**

This course introduces the historiography of World History with a post-1950 emphasis. You might know the basic chronology and important events that shape the history of the world, but World History is much more than that! We will explore the development of this growing field and investigate some of the major questions historians are pondering in

recent World History scholarship. We will also explore a wide variety of approaches to ‘doing’ World History, known as methods. Throughout the course, we will pay close attention to the links between World History research and teaching World History at the high school and undergraduate levels.

**Student Learning Outcome:**

Students will become familiar with dominant theories and methodologies used in world history teaching and research.

<b>COURSE REQUIREMENTS</b>
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**Instructional / Methods / Activities Assessments:**

The reading assignments and class sessions are listed for each week. I expect you to complete your readings on schedule. You will submit all written assignments electronically through eCollege so be sure to familiarize yourself with the application before any assignments are due. To access this course, go to [MyLeo](#), login, click eCollege on the right side of the screen, then click My Courses on the left side of the next screen and look for this course.

**Assignments:**

Weekly reading summaries and questions (15 @ 20 each)	300 points
Three independent book/journal reviews (100 each)	300 points
Peer review of cohort submissions (50 each)	150 points
Sign up for H-World and one contribution to discussion	50 points
Theories & methods final exam	200 points
<b>TOTAL:</b>	<b>1000 points</b>

Semester Grades: A: 100-90%; B: 89-80%; C: 79-70%; D: 69-60%; F: 59% and below.

The general grading criteria for all written assignments in this class is based on the following:

A = Mastery of content and reading material; factual accuracy; thoughtful interpretation or argument that synthesizes original thoughts and ideas with content; technically clean

B = Good-to-excellent command of the majority of content and reading material; competent factual accuracy; a generally solid historical argument backed with adequate evidence

C = Fair command of content material; reasonable factual accuracy; ability to articulate a specific thesis or argument even if it is not original or is poorly supported by the evidence

D = Poor command of content; factual errors; no real argument driving the essay

F = Even worse than above; completely off topic; no work submission

## TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection – high speed required (not dial-up)
- Word Processor (i.e. MS Word)

Additionally, the following hardware and software are necessary to use eCollege: Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems. Students using Google Chrome report consistent errors and failure to load.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course.

To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the

“Browser Test” link under Support Services.

## ACCESS AND NAVIGATION

This course will be delivered using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to:

<https://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

## COMMUNICATION AND SUPPORT

### **Interaction with Instructor Statement:**

Students should make use of the Instructor’s office hours or use the email function in eCollege to email the Instructor. Students must provide a valid return email address for replies. Unless otherwise announced, students can expect replies within 24 hours, Monday through Friday between 8am and 5pm. Replies at other times are at the Instructor’s discretion.

### **eCollege Student Technical Support:**

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

**Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.

**Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

**Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

**Help:** Click on the *'Help'* button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

<b>COURSE AND UNIVERSITY PROCEDURES/POLICIES</b>
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**Citation Style:**

Chicago (15<sup>th</sup> or 16<sup>th</sup> edition) or Turabian; footnotes with bibliography.

**Late Assignments:**

Late work will not be accepted.

**Extra Credit:**

There is no extra credit in this course.

**Class Conduct:**

I will treat you with respect and I expect the same in return. Please exercise common classroom courtesy as if you were in a traditional classroom setting.

**Plagiarism:**

Plagiarism is taking someone else's work and passing it off as your own words, thoughts, or ideas. This includes, but is not limited to, using direct quotes out of a book or from the internet as your own words, properly using quotation marks but noting the wrong person as the author, purchasing a paper or exam from friends or strangers, using material from the internet verbatim as your own words, and cutting and pasting entire papers or internet pages and passing it off as your own work. Cheating on any assignment or allowing others to copy your work is another form of academic dishonesty.

It is fine to use other people's words and ideas as long as they receive credit in citations. If you are unsure about the precise definition of plagiarism and/or think you may have committed this form of academic dishonesty, see the instructor or visit the Online Writing Lab before you turn in the assignment.

I have absolutely no tolerance for plagiarism! If a student commits academic dishonesty on any part of an assignment, the assignment will receive a zero with no possibility for

make-up. If academic dishonesty is committed a second time, the student will immediately fail the course and I will pursue the maximum university discipline possible. *This is not negotiable.*

### **Writing Lab:**

The TAMU-Commerce Online Writing Lab is a valuable service free to any student. They can help you get started on a paper, help with drafts, and answer specific questions about citation style, grammar, and spelling. While they will not write the paper for you, they are there to give feedback and guidance.

### **University Specific Procedures:**

#### ***ADA Statement***

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

[Student Disability Resources & Services](#)

#### ***Student Conduct***

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

<b>COURSE OUTLINE / CALENDAR</b>
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*I reserve the right to modify the class schedule and readings if necessary but will give students ample notice on eCollege. All assignments are due Friday @ 11:59pm unless otherwise noted.*

All reading selections in addition to the texts listed at the beginning of the syllabus can be found under DocSharing in eCollege. Review assigned readings every week in eCollege as those indicated here may have changed.

## **Week 1: Introduction - What is World History? Instructions on signing up for H-World**

### *Readings:*

Pat Manning, *Navigating World History* (preface, chapter 1 – Defining World History)

TBA

### *Assignment:*

Weekly reading summary and questions

Independent review sign-up

## **Week 2: Overview of the Field**

### *Readings:*

Pat Manning, *Navigating World History* (chapters 2 through 6).

David Armitage interview on *Itinerario*.

TBA

*Assignment:* Weekly reading summary and questions

## **Week 3: Origins of the Academic Field**

### *Readings:*

Pat Manning, *Navigating World History* (chapters 7 through 9)

William McNeill, *The Rise of the West* (Honolulu: University of Hawaii, 1990), v-x, 245-253, 295-360, 559-577, 726-800.

McNeill, “*The Rise of the West after 25 Years,*” *The Journal of World History* 1:1 (Spring 1990):1-21.

Marshall Hodgson, *Re-thinking World History* (1993 reprint). Chapters 3, 6, 11.

TBA

### Book Reviews:

Oswald Spengler, *The Decline of the West* (one volume, 1932)

Arnold Toynbee, *A Study of History* (any volume)

L.S. Stavrianos, *Global Rift: The Third World Comes of Age* (William & Morrow, 1981)

Fernand Braudel, *The Structures of Everyday Life* (University of California reprint, 1992)

Jawaharlal Nehru, *Glimpses of World History* (Oxford University Press, 1989 (originally 1934-35))

*Assignment:* Weekly reading summary and questions

Book reviews selected during this week

## **Week 4: World Systems**

*Readings:*

Bentley, Ziegler, and Streets-Salter, *Traditions & Encounters*. Chapter 19-24

Immanuel Wallerstein, *World Systems Analysis: An Introduction* (Duke University Press, 2004). (selection)

Janet Abu-Lughod, *Before European Hegemony: The World System, 1250-1350*, (Introduction).

*Book Reviews:*

Janet Abu-Lughod, *Before European Hegemony: The World System, 1250-1350*

Andre Gunder Frank, *ReORIENT: Global Economy in the Asian Age* and Peer Vries, "Should we Really ReORIENT?" *Itinerario: European Journal of Overseas History*

*Assignment:* Weekly reading summary and questions

Book reviews selected during this week

**Week 5: The Rise of the West?**

*Readings:*

Pat Manning, *Navigating World History* (chapters 10 through 14)

Ken Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (selection)

Prasannan Parthasarathi "Review of *The Great Divergence*" *Past and Present* 176 (August, 2002):275-293.

Peer Vries, "Challenges, (Non)-Responses, and Politics: A Review of Why Europe Grew Rich and Asia Did Not" *The Journal of World History* 23:3 (September 2012).

*Book Reviews:*

Clark, Gregory. *A Farewell to Alms: A Brief Economic History of the World*. Princeton University Press, 2008.

R. Bin Wong, *China Transformed: Historical Change and the Limits of European Experience* (Cornell UP, 1997).

David Landes, *The Wealth and Poverty of Nations: Why Some are So Rich and Some So Poor* (Norton, 1998).

Eric Jones, *The European Miracle* (1981).

*Assignment:* Weekly reading summary and questions

Book reviews selected during this week

**Week 6: Empire as World History**

*Readings:*

Bentley, Ziegler, and Streets-Salter, *Traditions & Encounters*. Chapter 25 through 28

Alan Lester, *Imperial Networks* (selection)  
Eric Tagliacozzo, any article on JStor

Book Reviews:

Michael Adas, *Machines as the Measure of Men: Science, Technology, and Ideologies of Western Dominance* (Cornell, 1990).

Burbank, Jane and Frederick Cooper. *Empires in World History: Power and the Politics of Difference*. Princeton University Press, 2010.

*Assignment:* Weekly reading summary and questions  
Book reviews selected during this week

## **Week 7: Gender and Empire**

*Readings:*

Tony Ballantyne and Antoinette Burton, *Bodies in Contact: Rethinking Colonial Encounters in World History* (University of Illinois Press, 2005) (selections)

TBA

Book Reviews:

Tony Ballantyne and Antoinette Burton, *Moving Subjects: Gender, Mobility, and Intimacy in an Age of Global Empire* (University of Illinois Press, 2008)

Merry Weisner-Hanks, *Gender in History: Global Perspectives* (Wiley-Blackwell, 2010)

Theresa Meade and Merry Wiesner-Hanks, *A Companion to Gender History* (Blackwell Companions to History, 2006), selections.

Catherine Clay et. al., *Envisioning Women in World History, Volume I* (McGraw-Hill, 2009)

Peter Stearns, *Gender in World History* (2000)

Pamela McVay, *Envisioning Women in World History, Volume II* (McGraw-Hill)

Sarah Hughes and Brady Hughes, *Women in World History vols 1 and 2* (1995)

*Assignment:* Weekly reading summary and questions  
Book reviews selected during this week

## **Week 8: Spring Break**

## **Week 9: War and Violence**

*Readings:*



David Ralston, *Importing the European Army: The Introduction of European Military Techniques and Institutions into the Extra-European World, 1600-1914* (University of Chicago Press, 1990) (selection)

R. Brian Ferguson, et.al., *War in the Tribal Zone* (School of American Research Press, 1992). (selection)

TBA

Book Reviews:

Mary Kaldor, *New and Old Wars* (Stanford UP, 1992)

Charles Tilly, *The Politics of Collective Violence* (Cambridge UP, 2003)

John Lynn, *Battle: A History of Combat and Culture* (2003)

David Grossman, *On Killing: The Psychological Costs of Learning to Kill in War and Society* (1995)

John Mueller, *Remnants of War* (2004)

Ian Beckett, *Modern Insurgencies and Counter-Insurgencies* (2001)

Lizzie Collingham, *The Taste of War: World War II and the Battle for Food* (2012)

Leo Braudy, *From Chivalry to Terrorism: War and the Changing Nature of Masculinity* (2003)

*Assignment:* Weekly reading summary and questions

Book reviews selected during this week

### **Week 10: Micro-regional history as world history**

*Readings:*

Pat Manning, *Navigating World History* (chapters 15 through 18)

Donald Wright, *The World and a Very Small Place in Africa* (selection)

Akram Khater, *Inventing Home: Emigration, Gender, and the Middle Class in Lebanon* (University of California Press, 2001), (Introduction.)

TBA

Review: TBA

*Assignment:* Weekly reading summary and questions

Book reviews selected during this week

### **Week 11: Pan-movements as World History**

*Readings:*

Aydin, Cemil. *The Politics of Anti-Westernism in Asia: Visions of World Order in Pan-Islamic and Pan-Asian Thought* (Columbia, 2007). (selection)

TBA

Book Reviews:

Erez Manela, *The Wilsonian Moment: Self-Determination and the International Origins of Anti-Colonial Nationalism* (Oxford University Press, 2009)

Marilyn Lake and Henry Reynolds, *Drawing the Global Colour Line: White Men's Countries and the International Challenge of Racial Equality* (Cambridge University Press, 2008)

John Darwin, *After Tamerlane: The Rise and Fall of Global Empires* (Bloomsbury Press, 2009)

Headrick, Daniel. *Power Over Peoples: Technology, Environments, and Western Imperialism*. Princeton University Press, 2010.

*Assignment:* Weekly reading summary and questions

Book reviews selected during this week

**Week 12: Redefining the Modern, Re-conceptualizing the Past**

*Readings:*

Bentley, Ziegler, and Streets-Salter, *Traditions & Encounters*. Chapter 29 through 34

Jack Goody, *The Theft of History* (Cambridge University Press, 2007) (selection)

TBA

*Assignment:* Weekly reading summary and questions

Book reviews selected during this week

**Week 13: Ecological Perspectives**

*Readings:*

John McNeill, *Something New Under the Sun: An Environmental History of the Twentieth Century World* (W.W. Norton, 2001) (selection)

TBA

Book Reviews:

Felipe Fernandez-Armesto, *Civilizations: Culture, Ambition, and the Transformation of Nature* (2002)

Bulliet, Richard, *Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships*. Columbia UP, 2007. 0231130767

John Richards, *The Unending Frontier* (2003)

Al Crosby, *Ecological Imperialism: The Biological Expansion of Europe* (Cambridge University Press, 1986)

Al Crosby, *The Columbian Exchange: Biological and Cultural Consequences of 1492* (Greenwood Press, 1972)

William McNeill, *Plagues and Peoples* (Anchor Books, 1976)  
Jared Diamond, *Guns, Germs, and Steel* (Vintage, 1998)  
Jared Diamond, *Collapse: How Societies Choose to Fail or Succeed* (2004)  
David Christian, *Maps of Time: An Introduction to Big History* (U Cal Press, 2004)

*Assignment:* Weekly reading summary and questions  
Book reviews selected during this week

### **Week 14: Research and Teaching in World History**

*Readings:*

Pat Manning, *Navigating World History* (chapters 19 through 23)

TBA

*Assignment:* Weekly reading summary and questions  
Book reviews selected during this week

### **Week 15: Journal Sweep**

*Readings:* Student selection

*Assignment:* Weekly reading summary and questions

### **Week 16: Conclusion**

*Readings:* TBA

*Assignment:* Weekly reading summary and questions

### **Finals Week**

Theories & methods final exam