

Tennessee Consortium For International Studies
Syllabus Outline

World History 1120

Credit Hours: 3

Catalog Course Description:

A study of world history from 1500 to the present. The areas of study besides the world in general include an emphasis on India.

How Program Site Will Be Incorporated into the Course:

Students will live in India for three weeks. The primary location will be Jaipur, India in the state of Rajasthan. Students will also visit Delhi for three nights. They will visit many historical sites which include the National Museum, the Taj Mahal, the Keoladeo National Park as well as Sandhi Smriti (memorial to Mahatma Gandhi) and in Jaipur Amber an ancient fort. In addition, students may work with the Social Problem course students conducting volunteer work.

Prerequisites:

DSPW0800, DSPR0800, or equivalents

Textbook(s) and other Course Materials:

A History of World Societies, Vol 2, 8th Edition, McKay et al,
Houghton Mifflin-Cengage
ISBN-13: 978-0-312-68295-8

I. Week/Unit/Topic Basis: Outline taken from *A History of World Societies*

Week 1 - Chapter 15: The Acceleration of Global Contact

- The distinctive features of Southeast Asian cultures. Compare the statuses of women in Southeast Asia to that of women in other pre-modern cultures in Africa, East Asia, and Europe.
- The impact of Islam and Christianity on Southeast Asian peoples.

- Why and how Europeans, rather than the Chinese with their superior maritime knowledge and experience, gained control of the major sea-lanes of the world and established economic and political hegemony on distant continents.
- How a few Spaniards, fighting far from home, overcame the powerful Aztec and Inca Empires in America.
- How and why African slave labor became the dominant form of labor organization in America.
- The effect of overseas expansion on Europe and on conquered societies.

Chapter 16: Absolutism and Constitutionalism in Europe, ca 1589–1725

- How and why Louis XIV of France led the way in forging the absolute state.
- How Austrian, Prussian, and Russian rulers in eastern Europe built absolute monarchies—monarchies that proved even more durable than that of Louis XIV.
- How the absolute monarchs' interaction with artists, architects, and writers contributed to the splendid cultural achievements of both western and eastern Europe in the period.
- How and why the constitutional state triumphed in Holland and England.

Chapter 17: Toward a New World-view in the West

- Why the momentous change in the European world-view occurred.
- How this new world-view affected the way people thought about society and human relations.
- The impact this new way of thinking had on political developments and monarchical absolutism.

Chapter 19: West and South Asia: The Islamic World Powers, ca 1450–1800

- The military and religious factors that gave rise to the Ottoman, Safavid, and Mughal Empires, and the ways in which these states were governed.

- The extent to which these empires were world powers.
- The intellectual developments that characterized the Ottoman and Safavid Empires.
- How Ottoman-Safavid relations affected Turkish diplomacy with Westerners in Europe and Asia.
- How Muslim government reform and artistic inspiration affected the dominant Hindu population in India.
- The domestic and external difficulties that caused the decline of Ottoman Turkey, Safavid Persia, and Mughal India.

Week 2 - Chapter 21: The Revolution in Western Politics, 1775–1815

- The causes of the revolutions in America and France.
- The ideas and objectives of the men and women who rose up violently to undo the established system.
- The gains and losses for privileged groups and for ordinary people in a generation of war and upheaval.

Chapter 22: The Industrial Revolution in Europe

- The Industrial Revolution.
- The origins of the Industrial Revolution and how it developed.
- How the changes brought by the Industrial Revolution affected people and society in an era of continued rapid population growth.

Chapter 23: The Triumph of Nationalism in Europe, 1815–1914

- The new ideas and ideologies that developed after 1815.
- How political revolutions broke out again in 1848, and why they failed almost completely after a moment of victory.

- How strong leaders and the power of nationalism combined to redraw the map of Europe in the 1860s and provide a fateful answer to the challenge of the dual revolution.
- What the emergence of urban industrial society meant for rich and poor, and how this new civilization interacted with family life, science, and culture.
- How governments responded to problems and tried to win the support of politically active citizens.

Chapter 27: The Great Break: War and Revolution

- The causes of the Great War.
- How the war led to revolution and the fall of empires.
- How and why war and revolution had such enormous and destructive consequences.
- How the years of trauma and bloodshed formed elements of today's world, many of which people now accept and even cherish.

Week 3 - Chapter 28: Nationalism in Asia, 1914–1939

- How modern nationalism—the dominant force in most of the world in the twentieth century—developed in Asia between the First and Second World Wars.
- How national movements arose in different countries, and how some of these parallel movements came into brutal conflict.

Chapter 30: Dictatorships and the Second World War

- The nature of twentieth-century dictatorship and authoritarian rule.
- How people lived in the most extreme states: the Soviet Union and Nazi Germany.
- How the rise of aggressive dictatorships resulted in another world war.

Chapter 31: Global Recovery and Division between Superpowers

- The causes of the cold war.
- How and why, in spite of the cold war, western Europe managed to recover so successfully from the ravages of war and Nazism
- Why, after a generation, Western economies shifted into reverse gear, and the social consequences of that reversal.
- Why a reform movement eventually triumphed in eastern Europe in 1989, and brought an end to the cold war.
- The cold-war political choices made by the United States between anti-communism and anti-colonialism.
- How Japan recovered so quickly after its total defeat in World War II to become an economic superpower.

Chapter 33: Global Politics and Economics

- How the planet organizes itself politically, and how competing nation-states address common problems in the early twenty-first century.
- How the human race is using its resources to meet its material needs.
- How thinkers and artists in developing countries interpret the modern world and the experiences of their peoples before, during, and after foreign domination.

II. Course Objectives

Upon completion of this course, the student will demonstrate the ability to:

1. Analyze facts and interpretations
2. Analyze and compare political, geographic, economic, social, cultural, religious and intellectual institutions, structures, and processes across a range of historical periods and cultures
3. Recognize and articulate the diversity of human experience across a range of historical periods and the complexities of a global culture and society

4. Draw on historical perspective to evaluate contemporary problems, issues especially in India
5. Analyze the contributions of past cultures/societies in the contemporary world. Emphasis will be placed on Indian culture and history

III. Instructional Processes:

Students will:

1. Be exposed to historical settings with visits that will place in perspective the history of Southeast Asia, particularly India
2. Discover that learning may take place outside the classroom with direct experiences in India
3. Interact with citizens of India and prepare a paper on their interpretation of the importance of Indian history
4. Visit historical sites in India

IV. Expectations for Student Performance:

Upon successful completion of the course, the student should be able to:

1. Develop an appreciation of diverse cultures
2. Place India and the subcontinent in the context of world history
3. Understand the contribution of Indian history to the present
4. Be able to place this experience in India into a broad educational context

V. Evaluation:

A. Testing Procedures: There will be one comprehensive exam at the end of the visit. The exam will consist of three questions taken from the text chapters. The test will count for 50% of the grade.

B. Participate and Reflection in a Service Learning Project. Students can expect to participate for roughly ten hours throughout the course of a program in faculty directed projects doing various volunteer work. This requirement will count for 25% of the grade.

C. Other Evaluation Methods: There will be 3 essays (one each week of the visit). These will be assigned by the instructor dealing with text material for each week. **OR** a film project by the student. Over the course of the visit, the student will prepare a film history of the trip. Either of these requirements will count for 25 % of the grade.

D. Grading Scale:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

Below 60 F

VI. Policies:

A. Attendance Policy: Attendance is of utmost importance in study abroad courses. There are no unexcused absences permitted. Multiple unexcused absences are grounds for removal from the program. Being in class on time is also very important. Frequent tardiness will be considered an absence and appropriate action will be taken. Absences due to illness must be reported immediately to the program director.

B. Academic Dishonesty: Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices: Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments. In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority

VII. Instructional Hours:

This course will consist of a minimum of 37.5 full hours of formal instruction.