This course is a survey of world history from the sixteenth century to the present. We begin the course by reviewing some of the key issues involved in the relations among major world civilizations and the nature and role of empires. The course pays close attention to the significance of cultural, intellectual, and geopolitical developments—for example, the clash between science and religion.

The course then covers the philosophies of some of the major figures in intellectual history, particularly those associated with the Enlightenment, in the context of global developments, and the origins and consequences of a number of revolutions, which reflected the Enlightenment values and sought to create social, economic, and political conditions based on such values. We examine the Industrial Revolution and its impact first on Europe and subsequently on other parts of the world.

The nineteenth century witnessed the emergence of competing intellectual currents, including nationalism, Social Darwinism, and socialism. We assess the nature and role of the modern nation-state and the impact of European imperialism on different parts of the world. The twentieth century brought the carnage of the two world wars; we examine the causes and consequences of WWI and WWII. We analyze the ideological and geopolitical causes of the Cold War and the forces that led to decolonization and the end of “old empires.” In the concluding section of the course, we assess the various national and international trends and tensions in the twenty-first century, such as the clash between globalization, on the one hand, and regionalism and localism, on the other.
HUB LEARNING OUTCOMES

Historical Consciousness
Students will create historical narratives through their writing assignment and their weekly discussions, evaluate interpretations based on historical evidence by producing critical analyses using primary and secondary sources, and construct historical arguments that forefront their arguments rather than their summary of the data researched.

Students acquire the ability to interpret primary source material, including political statements and films, using a range of interpretive skills, including focus on the motivation of the author, and situating the material in its historical and cultural context across centuries, continents and countries.

Students will demonstrate knowledge of religious and cultural traditions and customs by understanding historical encounters between different religions and intellectual currents—including liberalism, democracy, socialism, communism, and fascism—forms of political organization such as political parties and independence movements, and socio-economic forces ranging from slavery to the contemporary movement of neoliberal capitalism.

Global Citizenship and Intercultural Literacy
Through the wide geographic and historical breadth of the course material, students will acquire an understanding of global diversity in the religious, military, and economic encounters that have taken place in various regions of the globe, including areas inhabited by Christians, Muslims, and Hindus in the Indian Ocean as well as the native inhabitants and African slaves across the Americas.

Students will engage in a comparative analysis of a wide range of issues pertaining to decolonization movements and political ideologies such as communism, liberalism, and socialism in the post-colonial world.

Students will demonstrate detailed understanding of the political and historical cultures of peoples living in different parts of the world over the last 500 years. Through a study of English-language and translated political statements from intellectual and cultural leaders of different regions across the globe, students will immerse themselves in the means by which writers demanded political independence, identified their historical narratives, and preserved their cultural heritages.

Course-Specific Objectives
One of the primary objectives of this class is to challenge students to think of history as not merely a recitation of dates and events but a complex encounter between peoples. The course demonstrates how students can be critical examiners of various forms of documents of history—for example, political speeches.

Lectures and discussions encourage students to ask questions of the text they are reading and to contextualize the actions of the author. Throughout the course, students require critical reading skills relevant far beyond this class.
REQUIRED TEXTS


COURSE REQUIREMENTS

The final grade will be assessed on the basis of the following:

- Attendance 10%
- Term paper 20%
- Midterm exam 30%
- Final exam 40%

**Attendance (10%)**

Attendance is an essential part of your responsibility in this course. Failure to attend lectures regularly will negatively affect your grade for the course.

**Midterm Exam (30%) & Final Exam (40%)**

The midterm and the final are in-class exams. They cover the material presented in the assigned readings and lectures. Each exam contains two parts: Part I) identifications/definitions; and Part II) essay questions. A week in advance, your instructor will hand out a study guide consisting of a list of terms/names and essay questions. On each exam, you will be asked to identify/define 2 of the five terms appearing in Part I and to write an essay on one of the three questions in Part II.

**Term Paper (2,000 words minimum / 20%)**

**Instructions**

- Write your paper on ONE of the questions that appear in the “Questions for Consideration” section (pp. 172-174) in Todd Shepard's *Voices of Decolonization.*
- Most of the questions refer to documents found in *Voices of Decolonization.* Choose at least four documents (minimum) for your paper and write an analysis of these documents.
- In order to receive a grade of “A” on the paper, your analysis must discuss at least four documents.
- Your essay should be typed (12 font size) and double-spaced.
- Please see instructions for the term paper cover page at the end of this syllabus.

**Students with Documented Disabilities**

If you have a disability that requires extra time for exams and assignments, please bring a note from the BU Office of Disabilities Services by Friday, February 8, 2019.
Note on Extensions & University Academic Conduct Code
Extensions for exams and written assignments are strongly discouraged and will be allowed in extremely urgent emergencies only and with adequate documentation. Otherwise, 10 points will be subtracted from the grades for each day delayed after the scheduled due dates.

No “Incompletes” are given at the end of this course unless for extremely urgent emergency reasons and with documentation. Students must adhere to all university standards of academic conduct.

Plagiarism and other forms of academic misconduct will not be tolerated. Students violating the rules of academic conduct will automatically fail the course. All such cases will be referred to the Dean’s Office. Please become familiar with the University’s Code of Academic Conduct by visiting the following page: http://www.bu.edu/cas/undergraduate/conductcode.html.

COURSE OUTLINE

In case we need to make any changes in the schedule for reading assignments below, your instructor will announce them in class.

W Jan. 23  INTRODUCTION TO THE COURSE

Jan. 25 - Feb. 1  STATES & SOCIETIES IN POLITICAL & ECONOMIC TRANSFORMATIONS, 1450-1750
Strayer & Nelson, Chs. 12–14, pp. 493–636

Feb. 4-8  CULTURAL TRANSFORMATIONS, 1450-1750 / ATLANTIC REVOLUTIONS, 1750-1914
Strayer & Nelson, Chs. 15–16, pp. 639–733
Goldstone, Intro. & Ch. 1, pp. 1–15

Strayer & Nelson, Chs. 17–18, pp. 735–825
Mishra, Prologue & Ch. 1, pp. 1–45

Feb. 18-22  M Feb. 18 Classes suspended / T Feb. 19 Scheduled as “Monday”

Feb. 25-March 1  M Feb. 25  Midterm Exam
WHY EUROPE? “THE WEST AND THE REST”
Goldstone, Chs. 2–8, pp. 16–176
Mishra, Ch. 2, pp. 49–123

March 4-8  EMPIRES IN COLLISION, 1800-1914
Strayer & Nelson, Ch. 19, pp. 827–865
Hobsbawm, “The Century” & Chs. 1–2, pp. 1–84
Mishra, Ch. 3, pp. 127–183
March 11-15  Spring Recess

March 18-22  COLLAPSE OF THE CENTER: WORLD WAR, DEPRESSION, & REBALANCING
Strayer & Nelson, pp. 866–869, Ch. 20, pp. 873–919
Hobsbawm, Chs. 3–5, pp. 85–177
Mishra, Ch. 4, pp. 184–215

March 25-29  REVOLUTION & SOCIALISM: THE RISE AND FALL OF WORLD COMMUNISM
Strayer & Nelson, Ch. 21, pp. 921–969
Hobsbawm, Chs. 6–7, pp. 178–222
Shepard, Voices of Decolonization, Part I, pp. 1-41

April 1-5  EUROPEAN HEGEMONY & ITS DISCONTENTS: THE SOUTH, 1914–PRES.
Hobsbawm, Chs. 8–13, pp. 225–400
Shepard, Voices of Decolonization, Part II, pp. 45–72

April 8-12  DECOLONIZATION AND NATIONAL SOVEREIGNTY
Shepard, Voices of Decolonization, Part II, pp. 73–167
Mishra, Ch. 5, pp. 219–241

April 15-19  M April 5 Classes suspended / W April 17 Scheduled as “Monday”
CAPITALISM & CULTURE: GLOBAL INTERACTIONS SINCE 1945
Strayer & Nelson, Chs. 22–23, pp. 971–1065
Hobsbawm, Chs. 14–18, pp. 403–557

April 22–26:  M April 22 Term paper due
POST-COLD WAR WORLD ORDER & DISORDER
Hobsbawm, Ch. 19, pp. 558–585
Mishra, Ch. 6 & Epilogue, pp. 245–310

W May 1  Last day of class

Final exam: Tuesday, May 7  Time: 9:00–11:00am

End of semester: Thursday, May 2
Study period: Friday, May 3–Monday, May 6
Final exam period: Tuesday, May 7–Saturday, May 11
QUESTION #: Type question here

DOCUMENTS: List all of the documents (from Shepard's *Voices of Decolonization*) you have used in this paper.

For example: Doc. #5, “Fifth Pan-African Congress,” pp. 54-55.