Course Description and Objectives: World Civilizations I, a common curriculum course, is a broad study of humanity from 1650 to contemporary times. In accordance with the Jesuit mission, this course is designed to provide a holistic and rigorous study of the past that advances critical thinking about the history of humanity, that creates a milieu conducive to free intellectual discourse, and that prepares students to participate in a university and world community dedicated to the Ignatian tradition of “a life of justice and service to others” for the common good. Within that context, we will trace the struggle for meaning, prosperity, liberty, and justice in an era of globalization. We will analyze how internationalist ideologies fostered integration as represented by the global village, but also spurred nationalist creeds that led to wars for global dominance, revolutions, and disintegration. Throughout our exploration, we will examine the competing strains of individualism and collectivism and tribalism and humanitarianism through the lens of the Ignatius mission.

Course Structure and Expected Learning Outcomes: World Civilizations I will continue the process of familiarizing freshmen with the craft of practicing history. We will learn the science (finding of facts/evidence) and art (developing arguments) of history, and students will be encouraged to develop their own interpretations of historical events. To achieve that goal, students will examine primary source documents and
interpretative works. They will approach sources analytically and critically, formulate informed perspectives, participate in discourses, and compose interpretive essays. Although the course is structured in a predominantly chronological fashion, it will incorporate thematic approaches. The course combines lectures, discussions, and multimedia elements to advance knowledge, to deepen analytical skills, to captivate interest in the study of the past, and to explore how each human life is affected by and will affect the history of the world. In the spirit of the Ignatian mission, this exploration of humanity will encourage students to approach the world with an enlightened mind, an appreciation for diverse worldviews, and a compassionate sensibility.

Readings

Title: *World History*, 5th Edition  
Authors: Jiu-Hwa L. Upshur, Janice J. Terry, James P. Holoka, George H. Cassar, Richard D. Goff Eastern  
Copyright Year: 2012  
Publisher: Cengage Advantage Books  

Title: *King Leopold’s Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*  
Author: Adam Hochschild  
Copyright Year: 1999  
Publisher: Houghton Mifflin Company  

Blackboard: Primary Source Readings will also be listed on blackboard

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<thead>
<tr>
<th>Assignments and Exams</th>
<th>Points</th>
<th>Dates</th>
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</thead>
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<tr>
<td>Discussion Paper Unit #1</td>
<td>15 points</td>
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</tr>
<tr>
<td>Final: Unit #3</td>
<td>140 points</td>
<td>See final schedule</td>
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Attendance: Students are expected to attend class regularly. Five unexcused absences are permitted; thereafter students lose 1 point for every class missed.

*Students may rewrite their critical essay. The rewrite is due April 17.*
Discussions

We will have three class sessions that are reserved for discussion. Participation in each discussion is worth 10 points for a possible total of 30 points. If you miss a discussion and have an approved excuse, you may make it up through a writing assignment to be determined by the instructor. The instructor will also integrate discourses into the lecture series throughout the semester. During our discussions, I welcome students to disagree with arguments presented by their fellow students, the readings, and the instructor. Your grade is based on informed participation not on your opinion. Discourses are for more interesting and educational when we are confronted with divergent ideas because it forces us to reexamine our perspectives.

Explanation of Exams

Structure for Exams: The course is divided into three units. After the completion of each unit, the instructor will test students on the lectures, discussions, and readings covered in that unit. The first and second exam will be composed of an essay question and a short answer question. Essays should include an argument, supporting evidence, and conclusive analysis. The final exam will be composed of two essay questions and a short answer question. The exams will evaluate student proficiency in acquiring knowledge from lectures and reading assignments, processing that knowledge critically, and communicating it in an educated, thoughtful, and logical manner. One week prior to the exam, I will provide students with a review sheet that includes possible essay questions and a list of terms that students must familiarize themselves with to answer the essay and short answer questions. Our discussion session prior to the exam will also include a review for the exam.

Material for Exams: Please bring a blue book for each exam. Bring two blue books for the final exam. You may use a pen or a pencil, but please make sure that your writing utensil is dark enough to be legible. If you use a pencil, you may want to bring a sharpener or bring several pencils with you. If you borrow a blue book from me, I will not return your test until you replace the blue book that you borrowed.

Explanation of Writing Assignments

Discussion Papers

Length: 1 page
Format: 12 point, Times New Roman font, double-space
Late Papers: accepted at a loss of 5 points. If you miss the discussion, and have an approved excuse, you may write a second paper to earn the discussion points.
Assignment: Students are required to complete two of the three discussion papers listed below. If students wish to earn fifteen extra credit points, they may complete all three papers. In these papers, students will present their perspectives of assigned primary source readings and comparative essays. During the class session prior to the exam,
students will bring these papers to class, and we will engage in a discourse in which
students will discuss their perspectives of the narratives, concepts, and historical
interpretations presented in these readings.

**Discussion Paper One: An Age of Reason, Repression and Revolution:**
**Due:** February 6

**Instructions:** Choose one of the following selections below and write a one page paper.

**Selection One The Enlightenment: Readings/Instructions:** Choose several primary source readings on the Enlightenment (posted on blackboard). Write a one page paper examining how these documents reflect humankind’s search for prosperity, liberty, equal opportunity, and/or justice.

**Selection Two The French Revolution: Readings and Instructions:** Drawing on the “Comparative Essay: Nationalism: An Emerging Global Force” and several of the primary sources exploring the French Revolution (posted on Blackboard), examine how nationalism shaped the French Revolution.

**Discussion Paper Two: The Race for Empire and World Domination**
**Due:** March 20

**Readings/Instructions:** Drawing on the “Comparative Essay: Nationalism: An Emerging Global Force”, “Comparative Essay: Total War,” and several of the primary sources exploring the Holocaust (posted on Blackboard), examine how these documents reflect how extreme nationalism influenced the Nazi creed and spurred the dehumanization and genocide of Jewish peoples. You may also consider the Jewish response.

**Discussion Paper Three: From Cold War Empires to an Age of Fragmentation:**
**Due:** May 1

**Instructions:** Choose one of the following selections below and write a one page paper.

**Selection One: Apartheid & the Struggle of the African National Congress:** Discuss the battle over apartheid by drawing on the “Comparative Essay: Nationalism: An Emerging Global Force”, “Comparative Essay: Anti-Imperialism”, “Decolonization and Superpower Conflicts” and several of the primary sources posted on Blackboard.

**Selection Two: The Conflict Between Israel and Palestine:** Drawing on the “Comparative Essay: Nationalism: An Emerging Global Force”, “Decolonization and Superpower Conflicts” and several of the primary sources posted on Blackboard, explore the establishment of Israel and the conflict between Israel and Palestine.

**Critical Essay**

**Assignment:** Write a three-page critical essay examining Adam Hochschild’s *King*
Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa. King Leopold’s Ghost embodies many of the historical developments and themes examined in this class, including: constitutionalism and absolutism, the impact of the Scientific Revolution and the Industrial Revolution on imperialism, and the effect of the Enlightenment, nationalism, and revolutions on colonization and anti-colonial struggles. Hochschild explores how these developments in an era of globalization spurred conflicts between prosperity and freedom, power and equality, social control and justice. In your essay, explore Hochschild’s arguments about these conflicts in the colonization of the Congo and his conclusions about the anti-colonial struggle.

Due: March 6
Rewrite Due: April 17
Length: 2 to 3 double spaced pages
Format: 12 point, Times New Roman font, double-space
Late Essays: accepted at a loss of 5 points per class late.

Departmental Statement on Plagiarism

“Plagiarism is the use of another person’s ideas or wording without giving proper credit – results from the failure to document fully and accurately. Ideas and expressions of them are considered to belong to the individual who first puts them forward. Therefore, when you incorporate ideas or phrasing from any other author in your paper, whether you quote them directly or indirectly, you need to be honest and complete about indicating the source to avoid plagiarism. Whether intentional or unintentional, plagiarism can bring serious consequences, both academic, in the form of failure or expulsion, and legal, in the form of lawsuits. Plagiarism is a violation of the ethics of the academic community.”


For the University’s website on plagiarism, see http://library.loyno.edu/researchtech/research/citing/plagiarism.php

Strategies & Tips for Exams and Writing Assignments

Sources Readings: The purpose of these readings is to introduce students to primary sources, which are original documents and oral sources such as constitutions, religious decrees, political proclamations, letters, diaries, testimonies, speeches, treaties, poems, philosophical statements, articles, oral histories, etc. Sources may be written by prominent political or social figures as well as ordinary people. Historians rely on these documents while researching and writing about history.

Tips for Primary Sources:
1. Who: Identify the author and title of the documents.
2. When: Identify the time period of the documents.
3. Where: Identify the society/societies from which the documents emerged.
4. What: Identify the purpose of the documents. Did they accomplish their intent?
5. Why: Identify the arguments, recommendations, and/or revelations of the documents.

**Comparative Essays:** The purpose of these readings is to introduce students to various interpretations and themes of historical developments. Historians study various interpretations of historical events to obtain a greater understanding of different perspectives and to help them develop their own arguments. When reading these essays, identify how the authors focus on a theme and an argument to connect and find meaning in historical developments. Contemplate their perspectives, and explain your perspective of their arguments.

**Textbook Readings:** The purpose of these readings is to provide students with various historical evidence we did not cover in class; to emphasize material we did cover in lectures; and to introduce students to comparative essays and summaries that analyze historical material. The textbook is not a substitute for lectures. I have composed the lectures from a numerous historical sources that cannot be found in this textbook. So you should attend class as much as possible.

**Tips for Textbook**
1. Consider information about various societies that enhance the lectures and other course readings.
2. Examine the arguments that the authors assert and develop in the comparative essays.

**Writing the Essay Exam**
1. In your introduction, develop an argument about the society/subject.
2. In several paragraphs, support your argument with evidence and analysis.
3. Provide a conclusion that shows how you proved your argument.

**Questions I will ask when I grade the Discussion Paper**
1. Did you select material that allowed you access to diverse historical interpretations and which contained enough information to complete the assignment?
2. Did you make an effort to develop a perspective about the material?

**Questions I will ask when I grade the Critical Essay**
1. Did you open your paper with a strong introduction that asserts your perspective on the topic and which provides a clear road map for the paper?
2. Did you provide topic sentences to address each of your supporting arguments?
3. Did you provide evidence to support your arguments?
4. Did you analyze the evidence and arguments?
5. Did you transition clearly from one topic to the next?
6. Is your paper organized? Is it easy to follow and understand?
7. Is the writing coherent, grammatically correct, and sophisticated?
8. Did you use the correct format and citations for the essay?
9. Does your conclusion prove your main argument by showing how your evidence demonstrated your points?
Code of Conduct

1. **Attendance:** Attendance and participation are required. You will lose points for excessive unexcused absence. As I compose my lectures from a multitude of sources, the assigned readings are supplements rather than substitutes for lecture. If you often miss class, you will likely fail the course.

2. **Make-up Tests:** No make-up tests will be given without a verifiable excuse.

3. **Late Papers:** accepted at a loss of 5 points per class late.

4. **Cheating/Plagiarism:** will result in an “F” on the assignment or exam and possibly an “F” in the class or expulsion from the university.

5. **Questioning Grades:** Students have the right to question their grades. Before contesting a grade, you must take the essay or exam home, read the comments, circle or highlight comments that you question, and approach the instructor on the day of the next class period to schedule a time to present your argument.

6. **Class Rules:** Please respect the instructor and other students by refraining from conducting independent conversations or participating in other distracting behavior such as sleeping, coming late, or leaving before the end of class. Turn off and put away cell phones and other distracting electronic equipment while in class.

7. **Notes:** I encourage students to share their notes with other students who have missed class but advise them to provide copies to other students rather than original notes. However, I discourage students from sharing their notes with another student who never attends class and who is expecting to succeed off the work of others. If such a situation occurs, please come see me.

8. **Emails:** Please use a professional tone in your emails. Include your first and last name and the time period our class meets. Use complete sentences and proper capitalization. Please do not use internet jargon, acronyms, and abbreviations. Please also realize that though I check my email regularly and respond as soon as possible, my ability to help you will be limited if you wait until the last minute to request aid.

9. **Incomplete:** Students must present a verifiable excuse that shows that circumstances prevented them from attending class, taking exams, and completing assignments.

10. **Academic Freedom:** Students, like instructors, enjoy the right of academic freedom. The historical field has a subjective element because historians often develop divergent interpretations of the cause and significance of historical phenomenon. However, unlike propagandists, historians do not seek to hide the truth nor embellish the evidence. Their perspectives are informed by the search for truth and based on evidence and may change with the uncovering of new facts or the emergence of more persuasive interpretations. I will challenge and encourage you to develop your own educated interpretations about the societies that we explore. Discussions are more constructive when people disagree because when we are exposed to conflicting interpretations, we have an exciting opportunity to reexamine our perceptions and either change, modify, or reinforce them. I have three basic rules for discussions: disagree in a respectful manner; do not engage in propaganda, character assassinations, or dangerous speech; and respect the instructor as a mediator.
Venues for Student Assistance

Writing Center: Free peer writing consultation; no appointment necessary
Location: Bobet 100; Telephone: 865-2297

Special Needs Students: If you have a disability and wish to receive accommodations, please contact Sarah Mead Smith, Director of Disability Services at 504-855-2990. If you wish to receive test accommodations (e.g., extended test time), you will need to give the course instructor an official Accommodation Form from Disability Services. The Office of Disability Services is located in Monroe Hall 405. Please note that the office will be moving because of construction.

Professor: You are always welcome to visit me during my office hours or to schedule a non-office hour appointment to discuss your work. If you wish to discuss your essay, please bring an outline and/or a rough draft. I will post some helpful websites about the art of writing and some of my own advice on Blackboard. In addition, I will hold review sessions in class to help prepare students for exams and writing reviews to assist students in composing essays. In these class sessions or in individual office sessions, we may also discuss the art of note taking and successful study methods. I will also allow all students to complete one rewrite of their critical essay. As it is my hope that all of you will respect, if not become captivated by the study of history, I am committed to guiding you to succeed in a cooperative and active learning environment.

Assistance for First-Year Students

- **First-Year Seminars:** Office of Academic Affairs: Christi Sumich, Associate Director, FYE. csumich@loyno.edu
- **Housing, roommates:** Packport. cwbebee@loyno.edu and Craig Beebe, Director, Residential Life. Office of Student Affairs.
- **FYE-related events, special programs:** Heather Rountree, Director, Co-Curricular Programs, hrroun@loyno.edu, Office of Student Affairs
- **Registration in FY Seminars and add/drop advising:** in cooperation with association deans, Kathy Gros, Director, Student Records kgros@loyno.edu
- **Student Success:** Office of Enrollment Management: Liz Rainey, Coordinator, earainey@loyno.edu

Emergency Policies: In the event that there is an interruption to our course due to the cancellation of classes by the university as a result of an emergency, we will continue our course on Blackboard within 48 hours after cancellation. All students are required to sign on to Blackboard and to keep up with course assignments within 48 hours of evacuation and routinely check for announcements and course materials associated with each class. Class handouts will be posted under “course materials”. Students should be familiar with their responsibilities during emergencies, including pre-evacuation and post-evacuation for hurricanes. This information is available on the Academic Affairs web site: [http://academicaffairs.loyno.edu/students-emergency-responsibilities](http://academicaffairs.loyno.edu/students-emergency-responsibilities)

Additional emergency-planning information is also available - [http://academicaffairs.loyno.edu/emergency-planning](http://academicaffairs.loyno.edu/emergency-planning)
Reading Schedule

The readings are divided into three units. Exam dates and due dates for writing assignments are listed on page two and after each unit in the topic schedule below. To perform well on writing assignments and exams, complete the readings for each unit prior to the exams for that unit and in time to write your discussion papers and your critical essay. I recommend that you complete the readings in accordance with lectures. For example, when we are examining the Enlightenment in class, I suggest that you read the primary source readings and the textbook readings that coincide with that topic. However, I trust college students to schedule their reading as they see fit and in a manner that works best for their individual schedules.

Topic/Reading Schedule

Introduction

Lecture Topics
- Introduction to class themes and structure
- A Review of the Age of Crisis

Unit One: The Age of Reason, Repression and Revolution

Lecture Topics
- The Transformation of Europe: Absolutism & Constitutionalism
- The Triumph of Reason: The Scientific Revolution & The Enlightenment
- The Great Experiment: The Birth of the United States of America
- The French Revolution & The Birth of Modern Europe
- Revolutionary Fervor in Latin America and the Caribbean
- The Industrial Revolution & The New Class Hierarchy
- Europe in Ideological Tumult: Nationalism, Conservatism, & Liberalism in an Era of Romanticism, Realpolitik, Realism

Readings in Textbook:
- Comparative Essay: Nationalism: An Emerging Global Force (642-644)
- Chapter 11: The West: 1600-1800 (580-641)
- Chapter 12: The Modernization of the Western World (645-715)

Primary Source Readings on Blackboard:
- The Enlightenment
- The French Revolution

Discussion & Discussion Paper Due: February 6
Exam: February 20
**Unit Two: The Scramble for Empire & World Domination**

**Lecture Topics**
- Isolationist Utopias and Dystopias: Asia in the Early Modern Age
- Imperialism & the Scramble for Global Empires
- An Age of Anxiety & The Road to World War
- A War for Democracy? The Great War & the Lost Generation
- Russia Remade: The Russian Revolution, Civil War, and the Birth of the USSR
- A Futile Search for Stability: Roaring & Raging Twenties & the Trying Thirties
- Global Holocausts to a Union of Nations: World War II

**Readings in Textbook:**
- Comparative Essay: Total War (716-718)
- Comparative Essay: Anti-Imperialism (783-785)
- Comparative Essay: The Age of Anxiety (849-853)
- Chapter 10: Asia in the Early Modern Era (513-574)
- Chapter 13: The Race for Empire & World War I (719-782)
- Chapter 14: Twentieth-Century Political and Cultural Ferment (786-848)
- Chapter 15: The Interwar Years, World War II, and the Cold War (854-892)

**Other Readings:**
- Adam Hochschild, *King Leopold’s Ghost*
- Primary Source Readings on Blackboard: The Holocaust

**Documentary:** “The Rape of Nanking”

**Essay Due:** March 6 (Rewrite Due April 17)
**Discussion & Discussion Paper Due:** March 20
**Exam:** April 3

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**Unit Three:**

From An Era of Empires to an Age of Fragmentation

**Section 1: The Cold War’s Bipolar World**

**Lecture Topics**
- Cold War Empires: Origins and Development of a Bipolar World
- The Rise of the Oppressed
  - Crusades for Homelands: Israel and Palestine and a Haunted Holy Land
  - “God Save Us from the King!” Ireland’s Struggle for Home Rule
  - The Revolt of the Colonists: India, Algeria, Kenya, South Africa
  - “And We Shall Overcome . . .”: Social Revolutions in America
- The Great Quagmire: France, America, & The Vietnam War
- Empires and Little Wars: The Eighties: Low Intensity Conflicts & Star Wars
Readings in Textbook:
- Chapter 15: The Interwar Years, World War II, and the Cold War (892-905)
- Chapter 16: Global Conflicts during the Cold War (909-962)
- Comparative Essay: Decolonization and Superpower Conflicts (906-908)

Primary Source Readings on Blackboard:
- Apartheid and the Struggle of the African National Congress
- The Conflict Between Israel and Palestine

Documentary Clips:
- Rwanda
- Israel and Palestine

Section 2: An Age of Fragmentation & Terror or an Age of Liberation?
Lecture Topics
- “A New World Order”: Curtain on the Cold War & Victory in the Gulf
- “The New Killing Fields”: Ethnic Fragmentation and the Rise of Terrorism
- “Frightened New World”: 9/11 and the War on Terror
- An Age of Liberation or Terror? Defining Our Age in Contemporary Times

Readings in Textbook:
- Comparative Essay: Regionalism & Internationalism (963-965)
- Chapter 17: Life in a Multipolar World: The Post-Cold War Era (966-1016)

Discussion & Discussion Paper Due: May 1
Final: See final schedule

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2 The topic schedule is a framework and may change. I reserve the right to change the syllabus.
**YOUR GRADE SHEET**

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<th>ASSIGNMENT</th>
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Attendance: Number of Unexcused Absences (loss of points)

Subtotal

Final Exam

TOTAL POINTS

FINAL GRADE

Grading Scale:

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<td>C+</td>
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World history or global history as a field of historical study examines history from a global perspective. It emerged centuries ago; leading practitioners have included Voltaire (1694-1778), Hegel (1770-1831), Karl Marx (1818-1883) and Arnold J. Toynbee (1889-1975). The field became much more active (in terms of university teaching, text books, scholarly journals, and academic associations) in the late 20th century. It is not to be confused with comparative history, which, like world history, deals European History. General. Great Thinkers. Historical Biographies. History Book Reviews. Latin American History. Medieval History. Middle Eastern History. Military History. Native American History. Presidential History © John S. Cooper. Russian History. A visit to Taj Mahal lead you to one of the medieval wonders of the world. The epitome of love is constructed under the leadership What Others Are Reading. World History Encyclopedia is a non-profit organization. For only $5 per month you can become a member and support our mission to engage people with cultural heritage and to improve history education worldwide. Become a Member Donate. About Us. We are a non-profit organization publishing the world's most-read history encyclopedia. Our mission is to engage people with cultural heritage and to improve history education worldwide. Learn More. Media Library. Discover, record, and share events and history using timelines, photos, videos, maps, and descriptions. World History Project. The History of Us © 2021 McHaBu The History of Us® is a registered trademark.