

**Hist 200: Section 02**  
**The West in Global Perspective**  
Samford University, Fall Semester 2006  
MWF 11:45-12:50am DBH 207

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***Contact Information***

Professor: Dr. Barry Robinson  
Office Hrs: MW 10:30-11:30am, TR 9:00-10:00am, or by appt.  
Office: DBH 314  
Office Phone: 726-4318  
Home Phone: 414-9654 (Anytime before 11:00pm)  
E-mail: [bmrobins@samford.edu](mailto:bmrobins@samford.edu)

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***Course Description and Objectives***

*An examination of the development of Western Civilization in its global setting since 1500 through its political, social, economic and scientific evolution.*

History 200.02 will explore this “global setting” through five case studies from different world regions, including North and South America, Africa, East Asia, South Asia, and the Middle East. Course lectures outlining key themes in the transformation of Western Civilization will be counterposed with readings and discussion of the historical development of these regions and their interaction with the West. Our principal objective will be to explain the interaction of Europeans and their cultural descendants with non-western societies around the world during the last five centuries. Students should develop a general knowledge of some basic historical patterns of the modern world, as well as some intellectual tools for understanding parts of it in detail.

A number of class sessions will focus on the sources of European colonialism and nationalism, moving chronologically from 1500 to the present. Many class days will also be spent covering the history in microcosm of one of our five regional case studies. We will approach these case studies through a “great roads” theme – that is, sampling the history of a region by studying who and what went up and down one major transportation corridor. This lets an instructor talk about important institutional developments (for example, the hacienda in Mexico) while still keeping things at a human scale (descriptions of two specific haciendas, for example, one owned by Santa Anna and one by an ill-fated British-American couple). The five regional roads, each with its accompanying book, are listed in the next section.

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## ***Assignments and Grading***

15%	First Exam
15%	Second Exam
20%	Final
20%	Daily Reading Quizzes (2 lowest grades dropped)
25%	Research Project (Paper and GIS Presentation)
5%	Museum Assignment

### **I. Reading Quizzes (20%)**

There is no general textbook for the course. However, the five regional readings are crucial to success in the class, and students are expected to complete all assigned readings by the day listed in the schedule. Daily quizzes will be administered in both an individual and group format, with the 2 lowest grades for each student dropped at the end of the semester. (~20 Quizzes, with 2 lowest grades dropped).

### **II. Museum Assignment**

All students are required to travel to and spend at least one hour on the third floor of the Birmingham Museum of Art, perusing the China & Japan rooms, the South and Southeast Asia rooms, the Africa room and the MesoAmerica rooms. The instructor will give specific instructions and help arrange transportation for those without closer to time.

### **III. Research Project: Paper and GIS Presentation, details provided in class (25%)**

### **IV. Exams. All exams will contain essay, ID, and mapping components (50%)**

15%	First Exam
15%	Second Exam
20%	Final (Partially Cumulative)

\*Extra Credit Opportunities Poverty Simulation / Davis Lecture address

- Option A) Participate in the Poverty Simulation experience Monday, September 25, 6-9pm
- Option B) Attend the Davis Lecture address

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## ***Grading Scale***

A	93.0 - 100%
A-	90.0 - 92.9%
B+	87.0 - 89.9%
B	83.0 - 86.9%
B-	80.0 - 82.9%
C+	77.0 - 79.9%
C	70.0 - 72.9%
C-	73.0 - 76.9%
D+	67.0 - 69.9%
D	63.0 - 66.9%
D-	60.0 - 62.9%
F	00.0 - 59.9%

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## **Readings**

- I. LATIN AMERICA (Mexico's Veracruz to Mexico City corridor): Stuart Schwartz, *Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico*  
[ISBN: 0312393555]
- II. EAST ASIA (Japan's Tokaido from Tokyo to Kyoto): Oliver Statler, *Japanese Inn*  
[ISBN: 0824808185]
- III. SOUTH ASIA (the Grand Trunk Road from India's Kolcota to Pakistan's Lahore): Pankaj Mishra, *Temptations of the West: How to Be Modern in India, Pakistan, Tibet, and Beyond*  
[ISBN: 0374173214]
- IV. AFRICA (South Africa's Durban-to-Johannesburg corridor): Nelson Mandela, *Long Walk to Freedom*  
[ISBN: 0316548189]
- V. THE MIDDLE EAST (network of roads from Damascus south to the Gulf of Aqaba and the Nile Delta): Jean Said Makdisi, *Teta, Mother, and Me: Three Generations of Arab Women*  
[ISBN: 0393061566]

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## **The GIS Approach**

History 200 includes a Geographic Information System (GIS) approach, since the instructors are currently working with some other Samford faculty members on a National Science Foundation sponsored grant to spread such "information literacy" through the general education curriculum. GIS translates (loosely) as computerized mapping, though it is really a data management scheme organized by location. Think about how computer hardware and software has transformed the actual writing of history (word processing programs) as well as the researching of history (internet searches; databases such as JSTOR that you can query; internet chat rooms on specialized topics of research). In just as radical a fashion computers are transforming the way maps are used in the study and teaching of history. Traditional maps have been 2-D paper maps hung on a wall or printed on a page in a book – to a fixed scale, voiceless, static. Now with computers and increasingly sophisticated software (such as the ArcGIS recently installed in most computer labs on campus) you can interactively navigate around in them, change scale on the fly by zooming in or out, query individual features as to name or other attributes, turn on, off, colorize, etc., whole layers of features such as roads, railroads, rivers, urban areas, and much more. None of this high-tech mapping will ever replace traditional historical training in the use of proof, the construction of historical argument, the drive to get to primary sources, and so on – but just as with word processing, electronic databases and the internet, it promises to transform the way history is written and taught. Plus, you can apply these GIS mapping skills widely to other fields than history, another reason that it seems appropriate to add to a general education class. To make a long story short, built into this semester are some GIS mapping sessions involving visualizing our international "great roads" along which modern history moved. The first of these will be of the Veracruz-to-Mexico City corridor. This will include computerized "fly-bys" as if you were piloting your own personal plane over and through the landscape. Later in the semester small group research projects will be driven by and then presented in such a GIS format. There will be study sheets and some classroom and computer lab introduction to each of these. Students will need to bring a 256mb flashdrive to each GIS lab session (entering freshmen will have been issued one).

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## ***Schedule\****

\* Reading assignments should be completed by the class day for which they are listed. Schedule subject to adjustment during the semester.

<b><u>Date</u></b>	<b><u>Readings</u></b>	<b><u>Topics</u></b>
8/28	NONE	Introduction
8/30	NONE	Global Convergence and 2 'Isms
9/1	<i>Victors &amp; Vanquished</i> (245-246, 1-15, 29-39)	New Worlds In and Out of Europe
9/4	<i>Victors &amp; Vanquished</i> (40-80)	16 <sup>th</sup> -18 <sup>th</sup> c Colonialism
9/6	<i>Victors &amp; Vanquished</i> (100-126)	Case study #1: The West from the Mexican Perspective
9/8	<i>Victors &amp; Vanquished</i> (127-181)	Colonial Mexico - 1848
9/11	<i>Victors &amp; Vanquished</i> (182-229)	Mexico, 1848 – Present
9/13	NONE	GIS lab Sciencenter
9/15	NONE	Age of Revolutions
9/18	<i>Japanese Inn</i> (Postscript, chpts. 1-3)	The West from the Japanese Perspective
9/20	<i>Japanese Inn</i> (chpts. 4-6)	Japan
9/22	<i>Japanese Inn</i> (chpts. 7-9)	Japan
9/25	<i>Japanese Inn</i> (chpts. 10-12) [13-15 now]	Industrial Revolution
9/27	<i>Japanese Inn</i> (chpts. 13-15) [NO Quiz]	Exam Review
9/29	NONE	<b>FIRST EXAMINATION</b>
10/2	NONE	Liberalism & Positivism
10/4	NONE	Socialism
10/6	Mandela map, Part 1	GIS lab Sciencenter
10/9	<b>No class – time for Museum Assignment</b>	
10/11	Mandela Part 2	The West from the South African Perspective
10/13	Mandela Part 3	South Africa
<b>[FALL BREAK October 16-17, no classes]</b>		
10/18	Mandela Part 4	South Africa
10/20	Mandela 199-213, 607-625	Cultural Nationalism/19 <sup>th</sup> -20 <sup>th</sup> c Colonialism
10/23	NONE	Cultural Nationalism/19 <sup>th</sup> -20 <sup>th</sup> c Colonialism cont.
10/25	NONE	WWI
10/27	Makdisi Part 1	The West from the Middle Eastern Perspective
10/30	Makdisi Part 2	Middle East Continued
11/1	Makdisi Part 3	Middle East Continued
11/3	Makdisi Part 4	Middle East Continued

11/6	NONE	Exam Review
11/8	NONE	<b>SECOND EXAMINATION</b>
11/10	NONE	GIS lab in library
11/13	NONE	WWII in Global Perspective
11/15	NONE	Nationalism simulation/game
11/17	NONE	Cold War and Since
11/20		GIS lab in library
<b>[THANKSGIVING BREAK November 22-24, no classes]</b>		
11/27	<i>Temptations of the West</i> Part 1	The West from the Indian/Pakistani Perspective
11/29	<i>Temptations of the West</i> Part 2	Indian Subcontinent cont.
12/1	<i>Temptations of the West</i> Part 3	Indian Subcontinent cont.
12/4	<i>Temptations of the West</i> Part 4	Current Geopolitics/Case Studies Conclusion
12/6	NONE	GIS research presentations: Mexico, Japan, India
12/8	NONE	GIS research presentations: S. Africa, Middle East
Wednesday, December 13 8:00am		<b>FINAL EXAMINATION</b>

Other important semester dates:

Aug. 29 - 10:00 a.m. required university convocation

Sept. 1 - last day to Drop/Add without financial penalty

Oct. 13 - last day to withdraw without academic penalty

Nov. 16 - last day to completely withdraw from semester without academic penalty

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**Attendance Policy:**

Students are expected to attend every class session. As you are only able to drop the lowest two daily readings quiz scores, excessive absences will hurt your grade. Additionally, more than 5 total absences will result in a grade of FA. Exceptions will only be made in the event of a serious illness or emergency in which the student provides documentation from the Dean's office requesting an exception to the policy. Unless prior arrangements are made with the professor, it will be the student's responsibility to determine what was missed during their absence and to arrange for any necessary remediation.

**Academic Integrity:**

The Samford Honor Code governs all work done in this course, written or otherwise. In all cases students are expected to present original work, or to properly acknowledge the source of information gathered from other sources. Please refer to your copy of the Student Handbook for a more complete discussion of the importance of academic integrity. If in doubt about a particular issue, consult the professor.

**Disabilities:**

Samford University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations must make their request by contacting Disability Support Services, located in Counseling Services on the lower level of Pittman Hall (telephone number: 726-4078 or 726-2105). Instructor will grant reasonable accommodations only upon written notification from Disability Support Services.