Welcome: This course charts the unfolding globalization of the world’s regions and peoples since the late fifteenth century. It looks at the interactions of societies and cultures across the globe through trade, political relations, wars, and the spread of ideas and shared institutions. In so doing the course lays a foundation for understanding global developments today.

We begin in the mid-fifteenth century with a survey of thriving Amerindian empires in the Western Hemisphere and the rise of new powers and regional networks in the Eastern Hemisphere. Amid these developments, a truly connected world of trade and migration arose because of the circumnavigation of the globe and the rise of transoceanic empires alongside the older land-based ones. Connections across the Atlantic and Pacific served as pathways for the multidirectional spread of knowledge, diseases, plant and animal life, commodities, warfare, and peoples.

State-building in an expensive gunpowder world accelerated the need for resources in distant places, and the race for modern empires became increasingly competitive, leading to virtually constant warfare around the globe. Local peoples in Asia, Africa, and the Americas lived with outside domination, some of them profiting from it with the majority faring far worse. Meanwhile, as culture and society became hybridized, states turned into nation-states based on rights for citizens but inequality for the colonized. Global warfare for domination led not only to colonial wars but to horrendously lethal global warfare among the major empires in the twentieth century. Rising population thanks to the creation of more diversified food supplies and the distribution of medicines and public health practices joined with technological innovation, bringing about the onset of global mass society as we know it today.

In part, the spread of information technology led to effective national and international movements for change in the twentieth and twenty-first centuries. These goals of these movements included the liberation of colonized regions, attention to human rights, and global organization for peace and protection of the environment. It also led to active sectarian movements working against these and other goals for human improvement.

Course Goals: This course aims to provide an understanding of the many ingredients and historical events that produced globalization in the early modern and modern world. You will come to have a solid grasp of key figures, cultures, events, and chronologies. In this way the course lays a foundation for understanding more recent forms of global connections. The course
also aims to bring both the lives of those who lived in world history and the macro-developments of the past into the same historical frame. You will then have tools for the further enlargement of your historical skills and capabilities as you analyze and reason through readings and lectures.

**SAS CORE GOALS:** This course is part of the School of Arts and Sciences Core Curriculum, and satisfies the following SAS core goals:

- H. Understand the bases and development of human and societal endeavors across time and place.
- L. Employ historical reasoning to study human endeavors.
- M. Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.

[Assessment of SAS core goals: Student achievement of SAS core goals will be assessed in an essay question in the final examination.]

**COURSE REQUIREMENTS:** I will work to make lectures and discussion meetings instructive and worthwhile. I hold office hours regularly to discuss your questions and your intellectual progress. In fact, like all professors at Rutgers, we are PAID to talk with you outside of class. So don’t hesitate to bring your questions about history to my office hours or at any other time.

Your responsibilities include preparing carefully, especially by doing the reading and reviewing notes from lectures. Examinations and paper questions will be drawn from the reading and from lectures. On-time class attendance and contributing to discussions are obligatory to pass the course. If you do not attend class or arrive late or leave early, I do not consider that you have taken the course. Please ask questions when lecture material or assignments need clarification.

Class discussions allow each student to review material and to test his or her ideas. Please use these opportunities to develop your discussion skills. The primary documents, readings, and lectures form the basis of discussions and are intended to facilitate thinking about general issues with greater precision. **Participation in discussions is an important ingredient in the grade you receive in the course.**

In addition to attending class and participating in discussions, you will submit three written assignments: a midterm exam taken in class; one five-page paper (take-home exam) on the reading; a cumulative final examination. **Our policy does not include extensions, make-up exams, or incompletes.** Note the final examination date as WE WILL NOT BE GIVING THE EXAM BEFORE OR AFTER THAT DATE. In addition, plagiarism and cheating are obviously wrong. You will be sent to the administration for disciplinary action. Consult the university’s website on plagiarism.

**CIVILITY.** If you have trouble arriving at class on time, staying for the entire class period, attending class regularly, or meeting deadlines, please take this course with a nicer professor at a later date. As part of civil behavior and courtesy, please come to class prepared to stay in the room for one hour and twenty minutes without leaving. In order that everyone receives a quality education in keeping with the payment of tuition dollars and in order that the taxpayers’ contributions are well spent, common courtesy must be the norm in this class. As part of courtesy to others, THIS IS A NO-ELECTRONICS CLASSROOM, EXCEPT FOR THE TEACHER’S LAPTOP. The history department posts a civility policy on its website.
Week of:
January 22: Organizational meeting and background to the modern world
Reading: Review (skim) material in Crossroads and Cultures chapters 14 and 15.

January 27: Old and New Empires in the Americas
Reading: Crossroads and Cultures and sourcebook chapters 16 and 17.

February 3: Africa, Slavery, and the Atlantic World
Reading: Crossroads and Cultures and sourcebook chapter 18
   Library reserve online: Ralph Austin, The Sahara in World History, ch. 2

February 10: Trade and Conflict from the Mediterranean to the Indian Ocean
Reading: Crossroads and Cultures and sourcebook chapters 19 and 20.
   Library reserve online: M.N. Pearson, The Indian Ocean, 113-158, K.N. Chaudhuri Trade and Civilization in the Indian Ocean, 80-98

February 17: Expansion in Asia
Reading: Crossroads and Cultures and sourcebook, chapter 21
   Library reserve online: Jane Burbank and F. Cooper, Empires in World History, ch. 6

February 24: Colonies in the Americas, 1600-1800
Mid-term exam, Monday February 24
Reading: Crossroads and Cultures and sourcebook, chapter 22
   Library reserve online: Judith Carney, In the Shadow of Slavery: Africa’s Botanical Legacy in the New World, chs 1, 4

March 3: An Age of World Revolutions
Reading: Crossroads and Cultures and sourcebook, ch. 23
   Library reserve: Maya Jasanoff, Liberty’s Exiles, chs 7, Laurent Dubois and John Garrigus, Slave Revolution in the Caribbean, 1789–1804, introduction.

March 10: Industriousness and the Industrial Revolution
Reading: Crossroads and Cultures and sourcebook
   Library reserve online: T. Morris-Suzuki, Technological Transformation of Japan, chs 2, 3

March 24: Nation-States and their Alternatives
Reading: Crossroads and Cultures and sourcebook
   Library reserve: Richard Stites, Serfdom, Society, and the Arts in Imperial Russia, chs 1, 2

March 31: Imperial Order, Imperial Chaos
Reading: Crossroads and Cultures and sourcebook, ch. 26. Begin Influenza Pandemic.

April 7: The Clash of Empires in an Age of Revolution: World War I and its Aftermath
Reading: Crossroads and Cultures and sourcebook, ch. 27. Finish Influenza Pandemic.
Take-home essay due Wednesday April 9
April 14:
Reading: *Crossroads and Cultures* and sourcebook, ch. 28
Library online reserve Lu Xun, “The True Story of Ah Q”

April 21:
Reading: *Crossroads and Cultures* and sourcebook, ch. 29

April 28:
Reading: *Crossroads and Cultures* and sourcebook, chs. 30-31.

May 5: The Twenty-first-Century World and its Connections to the Past
Review

**FINAL EXAMINATION MAY x x x x , 8-11 PM, COFFEE AND OTHER FORMS OF CAFFEINE AND COOKIES PROVIDED
NO INCOMPLETES GIVEN IN THIS COURSE. PLAN AHEAD!**