



HIS11: Introduction to World History

Basic Information

Instructor Name	Attila PÓK
Home Institution	Columbia University

Course Hours and Structure

The course has 20 class sessions in total. Each class session is 120 minutes in length. The course meets from Monday to Friday. It has a total of 40 class hours (4 credit hours). Classes include lectures, guided in-class conversations and structured group work.

Course Description

This course focuses on the major turning points and most important periods of successful consolidation in human history from the hunter-forager societies to the beginning of the 21st century. It is based on the requirements of the US SAT and Advanced Placement Examination in world history. It surveys regional and global trends in the economies, societies, politics and cultures of all major civilizations. It pays special attention to all aspects of interrelationships among these civilizations, between humanity and the environment, the geographic preconditions and encourages students to compare historical eras and regions. It shows the gradually increasing interdependence of global influences and domestic politics of the largest states. It explains how regional histories change into global history, how by the beginning of the 21st century global issues loom larger than ever before. In our global world, divided along numerous fault-lines, knowledge of world history promotes better understanding among people of different heritages, cultures and traditions. The issues selected are always approached from the perspective of the causes of change. The amount of time dedicated to the various time periods and subject reflects the respective percentages of questions in the SAT and AP World History exams.

Numerous primary sources and internet resources will be used in class work.



Learning Objectives

1. Use various sources of historical knowledge to give students a sense of how past events transform into history, to develop thinking skills as crafting historical arguments from historical evidence, historical analysis, interpretation and synthesis.
2. Develop students' proper chronological reasoning.
3. Teach students to compare among major civilizations as wholes and in key features such as government, economic institutions, gender relations, and culture, to enable them to contextualize events in all these fields.
4. Teach students to understand the roots and driving forces of change, present the differing paces of transformations in various fields of life, as economy, social structures, political institutions, mentalities and culture.
5. Develop students' skills to successfully deal with multiple choice questions and other tasks in world history tests.

Required Book:

John McCannon: Barron's AP World History 5th edition. New York, 2012. The pages to be read for every day are listed in brackets in the day- to- day schedule. In addition to descriptive and analytical texts the book also includes review questions and model tests.

Daily handouts will also help the students' work.

Course Requirements

1. Daily homework
2. Midterm examination (2 hours)
3. Final examination (2 hours)
4. Optional in-class presentation based on a short (1-2 pages) outline to be



submitted before the presentation.

Please note:

Students are expected to have completed the assigned reading before the class for which it is designated.

Assessment

1. **Attendance, participation**, homeworks: 25% of final grade.

2. **Midterm examination**: 20% of final grade.

This examination will include two parts: a multiple-choice section and a short (around 200 words) essay based on the readings, homework and lectures up to that point.

3. **Final examination**: 55 % of final grade.

This examination will also include two parts: a multiple-choice section and a short (around 250 words) essay based on the readings, homework, and lectures with an emphasis on the second half of the semester.

4. An optional **in-class presentation** can improve your grade.

Grading Policy of Examinations (Total Score 100)

A+ 100-95	C+ 68-64
A 94-89	C 63-60
A- 88-85	C- 59-55
B+ 84-79	D+ 54-51
B 78-74	D 50
B- 73-69	F 49-0

Schedule and Reading Assignments

Day 1 What is World History? Introducing the subject, the course book, the AP World History Exam, teaching and learning methods (*pp. 3-10*). Regions of the world (*p.98*.)

Up to 600 C. E. Paleolithic societies. Technological and environmental transformations from the Neolithic Revolution (8000 B.C.E) to 600 B.C.E. The first civilizations (*pp. 99-108*).

Day 2 Organization and reorganization of human societies: religious, social, political, economic aspects. Persia, Greece, India, Rome, China 600 B.C.E - 600 C.E.



(pp.108-125).

Day 3 The role of trade in classical societies and the causes of decline (pp.125-129).

Review (pp. 95-97).

Day 4 From 600 to 1450." New" empires, decentralized states, nomadic empires and their interactions (pp.146-166).

Day 5 Recovery and renaissance in Asia and Europe (pp.167-170). Review (pp.145-147).

Day 6. From 1450 to 1750 The development of a global economy (pp.187-191).

Day 7 State building and systems of forced labor (pp.191-198).

Day 8 Cultural and intellectual changes (pp.199-203). Review (pp.185-186).

Day 9 Pre-midterm general review

Day 10 Midterm examination

Day 11 From 1750 to 1900 Revolutions and independence movements, nationalism (pp.223-228).

Day 12 Industrialization, reform and reaction (pp.228-237).

Day 13 Imperialism and emancipation (pp. 238-243).

Day 14 Cultural influences (p. 243.). Review (pp.221-223).

Day 15 From 1900 to the present. World War One and the consequences. Totalitarian regimes (pp.262-268.).

Day 16 World War Two, the Holocaust and the consequences (pp. 269-271).

Day 17 The Cold War, independence and national movements (pp.271-275).

Day 18 Revolutions, reforms and economic changes (pp.276-281).

Day 19 Demographic and environmental issues, scientific advances, societal changes, globalization. The world after the Cold War (pp.282-286) Review (pp.259-261).

Day 20 Final examination

Academic integrity

Students at the Beijing Jiaotong University, because they are members of an academic community dedicated to the achievement of excellence, are expected to meet the highest standards of personal, ethical, and moral conduct possible. These standards require personal integrity, a commitment to honesty without compromise, as well as truth without equivocation, and a willingness to place the good of the community above the good of the self. The Beijing Jiaotong University insists: "activities that have the effect or intention of



interfering with education, pursuit of knowledge, or fair evaluation of a student's performance are prohibited." Academic dishonesty will not be tolerated and may be handled by the Office of Student Conduct.