



Shanghai Jiao Tong University

HI926 Introduction to World History

Instructor:	Marcello Barison	Email:	marcello.barison@gmail.com
Instructor's Home Institution:	University of Chicago	Office:	TBD
Office Hours:	TBD		
Term:	July 15-August 9, 2019	Credits:	4 units
Classroom:	TBD	Teaching Assistant(s):	TBD
Class Hours:	Monday through Thursday, 120 mins per teaching day		
Discussion Sessions:	2 hours each week, conducted by teaching assistant(s)		
Total Contact Hours:	66 contact hours (1 contact hour = 45 mins, 3000 mins in total)		
Required Texts (with ISBN):	<p style="text-align: center;"><u>Mandatory</u></p> <ul style="list-style-type: none"> ▪ A. BEST, et al., <i>International History of the Twentieth Century and Beyond</i> (New York: Routledge, 2008); <u>selected readings</u> (see below). ▪ E. HOBSBAWM, <i>The Age of Extremes</i> (London: Abacus, 1995); or other English edition. ▪ E. CARR, <i>What is History?</i> (New York: Penguin, 1990); or other English edition. <p style="text-align: center;"><u>Optional readings</u></p> <ul style="list-style-type: none"> ▪ M. BLOCH, <i>The Historian's Craft</i> (New York: Vintage, 1953); or other English edition. ▪ T. JUDT, <i>Postwar. A History of Europe since 1945</i> (New York: Penguin, 2005); or other English edition. ▪ T. HALPERÍN DONGHI, <i>The Contemporary History of Latin America</i> (Durham: Duke University Press, 2007). ▪ P. MANSFIELD, <i>A History of the Middle East</i> (New York: Penguin, 2013). 		
Prerequisites	N/A		



Course Overview

The history of the peoples of the world can be studied in many interpretive rubrics—for example, as global history, world history, transnational history, international history, and universal history, to name some of the most common variants. All overlap to some degree and yet have important differences. The merits and deficiencies of each have been hotly contested by historians. This course does not commit to a single interpretive point of view, though because of its introductory nature it does adopt an approach that emphasizes chronology and the importance of nation states and their relations with each other. The lectures and readings are intended to complement each other in this undertaking, and neither should be neglected.

Learning Outcomes

The course will introduce students to a broad overview of world history in the 20th-21st century and help them to develop the analytical and critical tools necessary to understand it, as well as lay a foundation for students who wish to undertake a more advanced study of the period or to go on in history generally. It will also help them to cultivate a historical understanding of some of the dimensions of the human experience. We do not study the past to illuminate the present, nor to predict the future, but to train our minds to be better able to react to the challenges of the present. As historians, we are not nostalgic about the past, but we do find it an infinitely fascinating reservoir of dilemmas, wisdom, and folly.

Grading Policy

Midterm Exam	The examination will consist of 2 essay questions (from a total of 4) and 20 multiple-choice questions. It will cover the lectures and required readings from Day 1 to Day 10.	40%
Final Exam	The examination will consist of 2 essay questions (from a total of 4) and 20 multiple-choice questions. It will cover the lectures and required readings from Day 11 to Day 20.	40%
Class participation	See below.	20 %

The midterm and the final are closed-book.



Essays Grade

Each assignment will be graded according to the following criteria:

A range: This answer is excellent. It is outstanding in form and content. The thesis is clear and insightful; it is original, or it expands in a new way on ideas presented in the course. The evidence presented in support of the argument is carefully chosen and deftly handled. The argument is not only unified and coherent but also complex and nuanced.

B range: This answer is good. Its thesis is clear; the argument is coherent and presents evidence in support of its points. The argument shows comprehension of the material and manifests critical thinking about the issues raised in the course. The answer is reasonably well written and proofread. The argument, while coherent, does not have the complexity, the insight, or the integrated structure of an A-range answer.

C range: This answer is satisfactory. It has some but not all of the basic components of an argumentative essay (e.g., thesis, evidence, coherent structure). For example, it may offer a thesis of some kind, but it presents no evidence to support this thesis; or it may present an incoherent thesis; or it may simply repeat points made in class without an overall, original argument. Such an answer is usually poorly organized, written, and proofread.

D range or below: This answer is unsatisfactory. It will fall below a 'C' if it lacks more than one of the basic components of an argumentative essay.

Class Participation

A range: The student is fully engaged and highly motivated. This student is well prepared, having read the assigned texts, and has thought carefully about the texts' relation to issues raised in class. This student's ideas and questions are substantive (constructive and/or critical); they stimulate class discussions. This student listens and responds to the contributions of other students.

B range: The student participates consistently in discussion. This student comes to class well prepared and contributes quite regularly by sharing thoughts and questions that show insight and a familiarity with the material. This student refers to the materials discussed and shows interest in other students' contributions.

C range: The student meets the basic requirements of class participation. This student is usually prepared and participates once in a while but not regularly. This student's contributions offer a few insightful ideas but do not help to build a coherent and productive discussion.

D range or below: Failure to fulfill satisfactorily any of the C-range criteria will result in a grade of 'D' or below.



Grading Scale is as follows:

Number grade	Letter grade	GPA
90-100	A	4
85-89	A-	3.7
80-84	B+	3.3
75-79	B	3
70-74	B-	2.7
67-69	C+	2.3
65-66	C	2
62-64	C-	1.7
60-61	D	1
≤59	F (Failure)	0



Class Schedule

Day	Lecture	Readings
Day 1	- Introduction on the concept of history. - <i>What is history?</i> Edward Carr's perspective. - <i>The Historian's Craft</i> . Marc Bloch's perspective.	- E. CARR, <i>What is History?</i> Facultative: - M. BLOCH, <i>The Historian's Craft</i> .
Day 2	The Great Powers and the Concert of Europe before the First World War (1900-1914).	- A. BEST, et al., <i>International History of the Twentieth Century and Beyond</i> , Chapter 1. - E. HOBSBAWM, <i>The Age of Extremes</i> , pp. 21-222.
Day 3	Rising Empires and Waning Colonies, 1900-45.	- A. BEST, et al., <i>International History of the Twentieth Century and Beyond</i> , Chapter 4. - E. HOBSBAWM, <i>The Age of Extremes</i> , pp. 21-222.
Day 4	The First World War.	- E. HOBSBAWM, <i>The Age of Extremes</i> , pp. 21-222.
Day 5	The American Century.	- A. BEST, et al., <i>International History of the Twentieth Century and Beyond</i> , Chapter 6. - E. HOBSBAWM, <i>The Age of Extremes</i> , pp. 21-222.
Day 6	Germany 1919-1933.	- E. HOBSBAWM, <i>The Age of Extremes</i> , pp. 21-222.
Day 7	The new dictators 1922-1939: I.	- E. HOBSBAWM, <i>The Age of Extremes</i> , pp. 21-222.
Day 8	The new dictators 1922-1939: II.	- E. HOBSBAWM, <i>The Age of Extremes</i> , pp. 21-222.
Day 9	World War Two (1939-1945): I.	- A. BEST, et al., <i>International History of the Twentieth Century and Beyond</i> , Chapter 8. - E. HOBSBAWM, <i>The Age of Extremes</i> , pp. 21-222.
Day 10	World War Two (1939-1945): II.	- A. BEST, et al., <i>International History of the Twentieth Century and Beyond</i> , Chapter 8. - E. HOBSBAWM, <i>The Age of Extremes</i> , pp. 21-222.
Day 11	Cold war and peaceful co-existence, 1945-79.	E. HOBSBAWM, <i>The Age of Extremes</i> , pp. 225-400.
Day 12	The Vietnam Wars, 1945-75.	- A. BEST, et al., <i>International History of the Twentieth Century and Beyond</i> , Chapter 12. - E. HOBSBAWM, <i>The Age of Extremes</i> , pp.



		225-400.
Day 13	Latin american rumblings and the United States, 1945-2014: I.	- A. BEST, et al., <i>International History of the Twentieth Century and Beyond</i> , Chapter 16. Facultative: - T. HALPERÍN DONGHI, <i>The Contemporary History of Latin America</i> , pp. 247-400.
Day 14	Latin american rumblings and the United States, 1945-2014: II.	- A. BEST, et al., <i>International History of the Twentieth Century and Beyond</i> , Chapter 16. Facultative: - T. HALPERÍN DONGHI, <i>The Contemporary History of Latin America</i> , pp. 247-400.
Day 15	Germany 1945-1989.	E. HOBSBAWM, <i>The Age of Extremes</i> , pp. 225-400. Facultative: - T. JUDT, <i>Postwar. A History of Europe since 1945</i> , Part 2 and 3.
Day 16	France 1945-1995.	- E. HOBSBAWM, <i>The Age of Extremes</i> , pp. 225-400. Facultative: - T. JUDT, <i>Postwar. A History of Europe since 1945</i> , Part 2 and 3.
Day 17	Political Islam and the Middle East, 1945-2014.	- A. BEST, et al., <i>International History of the Twentieth Century and Beyond</i> , Chapter 19. Facultative: - P. MANSFIELD, <i>A History of the Middle East</i> , pp. 247-380.
Day 18	Asia and the great transformation, 1945-2014: I.	- A. BEST, et al., <i>International History of the Twentieth Century and Beyond</i> , Chapter 14
Day 19	Asia and the great transformation, 1945-2014: II.	- A. BEST, et al., <i>International History of the Twentieth Century and Beyond</i> , Chapter 15.
Day 20	The end of the Cold War and the new world order, 1980-2014.	E. HOBSBAWM, <i>The Age of Extremes</i> , pp. 403-585. Facultative: T. JUDT, <i>Postwar. A History of Europe since 1945</i> , pp. 637-800.