

**Survey of World History and Civilizations Since 1500**  
**History 1112 Honors**  
**Fall 2015**  
**CRN 81081**  
**Pafford 208**  
**Tuesday/Thursday 11:00 – 12:20**

Instructor: Dr. Tim Schroer  
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Office hours: T 8:00-10:30, 1:30-3:30  
R 8:30-10:30, 1:30-5:00  
or by appointment

**Course Description**

“History is, strictly speaking, the study of questions.” -- W. H. Auden

This course surveys the history of the world from about 1500 to the present. The course is structured as the examination of a discrete number of historical questions, which come from across the chronological and geographic expanse of human history over the last 500 years. We will endeavor to answer the historical questions through readings of primary sources and through lecture, supplemented by textbook readings.

**Learning Outcomes**

Students who successfully complete the course will be able:

- to demonstrate the ability to understand the political, social, economic, or cultural dimensions of world history; and
- to demonstrate an understanding of the commonalities and differences among two or more societies, nations, or cultures outside of the United States in regard to any of the following: language, literature, aesthetics, politics, economics, or social and cultural practices.

**Required Materials:**

There are two required books available in the bookstore:

*Meridians: Sources in World History*, Instructor: Timothy Schroer. ISBN 978-0-5364-9511-2.

Paul A. Cohen, *History in Three Keys: The Boxers as Event, Experience, and Myth* (New York: Columbia University Press, 1997) ISBN 9780231106511.

Students may also want to read a world history textbook, such as

Peter Stearns, *World History in Brief: Major Patterns of Change and Continuity*, vol. 2, *Since 1450*, 8<sup>th</sup> ed. (Boston: Pearson, 2013).

There will also be additional primary sources available online.

**Grading**

First Exam:	20 percent
Second Exam:	20 percent
Final Exam:	25 percent
Paper:	20 percent
Daily Writing Assignments	10 percent
Quizzes and Class Participation:	5 percent

Each of the three examinations will have three parts. The first part will consist of ten multiple-choice questions. The second part will require students to identify and describe the historical significance of four important terms. Those terms will be identified during lectures. The third part will pose a few questions drawn from lecture. Each student will write one essay responding to one of the questions posed. The final examination will cover only material since the second examination.

Each student must also write a three-page, typed, double-spaced paper. General guidance on writing in the historical discipline can be found at: [http://www.westga.edu/dsw/index\\_10083.php](http://www.westga.edu/dsw/index_10083.php)

The paper will be graded based on the following rubric:

1. Does the paper meet the requirement of academic honesty? Pass/fail
2. Does the paper clearly articulate its point?
3. Does the paper demonstrate thoughtful analysis of the material?
4. Does the paper effectively use evidence to support its analysis?
5. Does the paper have a coherent organization?
6. Does the paper effectively express its ideas in language and style appropriate to the reader?

Each class meeting (with the exception of the first class and test days) students should bring to class two copies of a short, typed paragraph responding to questions about the assigned reading and submit one copy to the instructor at the beginning of class. The questions will be posed in advance of a reading. The question on the first assigned source is: what does the source suggest motivated

the Portuguese to sail to India? Each response paper will be graded as either constituting a good-faith effort (GFE) or not. These will translate into the following grades:

- A 11 or more GFEs
- B 9-10 GFEs
- C 7-8 GFEs
- D 5-6 GFEs
- F fewer than 5

There may be occasional quizzes on the readings to be taken at the beginning of class. Upcoming quizzes will be announced in the class meeting before the quiz. The lowest quiz grade will be dropped. There will be no make-up quizzes. Thoughtful contributions made in class discussions will be credited in the class participation grade. Behavior (such as tardiness) that impedes other students' learning will be penalized.

It generally takes me one week to grade a set of papers or exams. No extra credit will be offered.

### **Policies**

I expect each student to understand and to comply with the University of West Georgia's policies on Academic Honor and Academic Dishonesty. They may be found in the Student Handbook, on the web at <http://www.westga.edu/documents/catalogs.php>. Academic honesty prohibits taking credit for someone else's work. Justice requires that punishment fit the infraction. Egregious academic dishonesty will result in failing the course and may also bring additional penalties imposed by the university.

I encourage any student who has questions or needs help with the course to come to my office hours or send me an email to set up a time to talk.

In addition, students may wish to consult with the Writing Center (<http://www.westga.edu/~writing>) and/or the EXCEL Center (<http://www.westga.edu/~EXCELCenter>).

In accordance with the Americans with Disabilities Act and university policy, I will make reasonable accommodation for any recognized disability. Students should contact me during the first two weeks of the course and present documentation from the University's Student Development Center.

Late assignments will be penalized by deducting one letter grade for each day the assignment is late.

I strongly encourage students to attend class. Students who attend class tend to learn more and get better grades than those who do not. Class discussion sometimes affords new insights that cannot be planned or predicted. In case of absence, it is the responsibility of the student to obtain notes from a classmate covering what was missed. I do not penalize students for absences, but students receive no credit for participating or on any tests or quizzes on missed class days. A student who does not take a quiz or test in class with the rest of the class receives a zero. I do not permit students to take any test, quiz, or other graded work at any time other than in class as scheduled except in rare cases of prior approval or with a physician's note.

For university-wide policies, please see:

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

### **Course Schedule**

Students are expected to have mastered the assigned reading before each class meeting.

Aug. 25	Introduction
Aug. 27 Readings:	A newly interconnected world <i>Meridians</i> , 1-19
Sep. 1 Readings:	The Reformation <i>Meridians</i> , 20-34
Sep. 3 Readings:	State and society in early modern Europe <i>Meridians</i> , 35-59
Sep. 8 Readings:	The Islamic empires in the early modern period <i>Meridians</i> , 69-76 Jahangir, Policy toward the Hindus (CourseDen)
Sep. 10 Readings:	The Atlantic World <i>Meridians</i> , 60-68 Reading on the slave trade (CourseDen)
Sep. 15 Readings:	East Asia in the early modern period <i>Meridians</i> , 77-96

Sep. 17 Readings:	Russia in the early modern period Peter the Great's decrees (CourseDen)
Sep. 22	<b>First Exam</b>
Sep. 24 Readings:	The Enlightenment Kant on Enlightenment <a href="http://www.fordham.edu/halsall/mod/kant-whatis.html">http://www.fordham.edu/halsall/mod/kant-whatis.html</a> Condorcet on progress <a href="http://www.fordham.edu/halsall/mod/condorcet-progress.html">http://www.fordham.edu/halsall/mod/condorcet-progress.html</a>
Sep. 29 Readings:	The French Revolution Cahier de doléance of the Third Estate of Dourdan <a href="http://www.historyguide.org/intellect/cahiers.html#third">http://www.historyguide.org/intellect/cahiers.html#third</a> Sieyes, What is the Third Estate? <a href="http://chnm.gmu.edu/revolution/d/280/">http://chnm.gmu.edu/revolution/d/280/</a> Decree Abolishing the Feudal System <a href="http://history.hanover.edu/texts/abolfeud.html">http://history.hanover.edu/texts/abolfeud.html</a> Declaration of the Rights of Man <a href="http://avalon.law.yale.edu/18th_century/rightsof.asp">http://avalon.law.yale.edu/18th_century/rightsof.asp</a> Declaration of the Rights of Woman <a href="http://chnm.gmu.edu/revolution/d/477/">http://chnm.gmu.edu/revolution/d/477/</a>
Oct. 1 Readings:	The Industrial Revolution and birth of nationalism Factory Rules from Benck and Co. (CourseDen)
Oct. 6 Readings:	Ideologies <i>Meridians</i> , 97-106
Oct. 8 Readings:	China and Japan in the nineteenth and early twentieth centuries <i>Meridians</i> , 107-130
Oct. 13 Readings:	India <i>Meridians</i> , 131-156
Oct. 15	Discussion of <i>History in Three Keys</i> <b>Paper due</b>
Oct. 20 Readings:	Imperialism Jules Ferry on the motives for imperial expansion <a href="http://www.fordham.edu/halsall/mod/1884ferry.html">http://www.fordham.edu/halsall/mod/1884ferry.html</a> Rhodes, Confession of Faith (CourseDen) Edgar Canisius on the Congo (CourseDen)
Oct. 22 Readings:	The origins of the First World War The Blank Check (CourseDen)
Oct. 27	<b>Second Examination</b>
Oct. 29 Readings:	The First World War <i>Meridians</i> , 157-62
Nov. 3 Readings:	The Russian Revolution The April Theses <a href="http://www.dhr.history.vt.edu/modules/eu/mod03_1917/evidence_detail_31.html">http://www.dhr.history.vt.edu/modules/eu/mod03_1917/evidence_detail_31.html</a>
Nov. 5 Readings:	Peacemaking and interwar disorder U.S. State Department description of Woodrow Wilson's Fourteen Points <a href="http://history.state.gov/milestones/1914-1920/FourteenPoints">http://history.state.gov/milestones/1914-1920/FourteenPoints</a> The Fourteen Points <a href="http://avalon.law.yale.edu/20th_century/wilson14.asp">http://avalon.law.yale.edu/20th_century/wilson14.asp</a>
Nov. 10 Readings:	Fascism and Nazism <i>Meridians</i> , 163-68 Mussolini on Fascism <a href="http://www.fordham.edu/halsall/mod/mussolini-fascism.html">http://www.fordham.edu/halsall/mod/mussolini-fascism.html</a> Groß on Nazi Racial Policy

<http://www.calvin.edu/academic/cas/gpa/gross.htm>

- Nov. 12  
Readings: The origins of World War II  
*New York Times* articles: "Commons Jubilant: Chamberlain's News of a Delay by Hitler on Czechs Stirs Bedlam," 29 September 1938;  
"Peace With Honor,' Says Chamberlain," 1 October 1938;  
Letters to the Times, Basil C. Walker, "Moderation in the Reich," 4 October 1938  
All available through library database: NY Times
- Nov. 17  
Readings: The origins of the Cold War  
*Meridians*, 169-72  
Kennan on Soviet foreign policy (CourseDen)  
Soviet ambassador Novikov on U.S. foreign policy (CourseDen)
- Nov. 19  
Readings: Decolonization  
*Meridians*, 173-93
- Dec. 1  
Readings: Youth revolt  
Flyer on Benno Ohnesorg  
[http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=892](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=892)  
Life in a commune  
[http://germanhistorydocs.ghi-dc.org/docpage.cfm?docpage\\_id=1629](http://germanhistorydocs.ghi-dc.org/docpage.cfm?docpage_id=1629)
- Dec. 3  
Readings: The fall of the Soviet empire  
Mikhail Gorbachev on new political thinking (CourseDen)

**Mandatory Final Examination**

**Tuesday, December 8 11:00 – 1:30**