

Survey of World History and Civilizations Since 1500
History 1112
Fall 2016
CRN 80846
TLC 1203
Tuesday/Thursday 9:30 – 10:45

Instructor: Dr. Tim Schroer
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Office hours: Tues./Thurs. 1:00 – 4:00; Fri. 9:30 – 1:30, or by appointment

Course Description

“HISTORY IS, STRICTLY SPEAKING, THE STUDY OF QUESTIONS.” – W. H. AUDEN
“HISTORY HAS ITS EYE ON YOU.” – LIN-MANUEL MIRANDA

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.

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 think historically.

Required Materials:

There is one required book available in the bookstore:

Todd Shephard, *Voices of Decolonization: A Brief History with Documents* (Boston: Bedford St. Martin's, 2015) ISBN 9781457618154.

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 analyzing sources in the *Voices of Decolonization* volume. Students should submit an electronic copy of the paper to the Drop Box on CourseDen by 9:00 am on November 15 and a paper copy of the paper at the beginning of class that day.

General guidance on writing in the historical discipline can be found at:

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:

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|---|----------------|
| A | 5 or more GFEs |
| B | 4 GFEs |
| C | 3 GFEs |
| D | 2 GFEs |
| F | fewer than 2 |

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/assetsSA/handbook/2015-2016_Student-Handbook-and-Planner_Rev072715.pdf

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 important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Course Schedule

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

- Aug. 11 Introduction
- Aug. 16 A newly interconnected world
Readings: How to Read Primary Sources: A Handy, Quick Guide (CourseDen)
 Account of Vasco Da Gama's Voyage
 <http://legacy.fordham.edu/halsall/mod/1497degama.asp>
- Aug. 18 The Reformation
Readings: Martin Luther and Charles V at the Diet of Worms
 http://germanhistorydocs.ghi-dc.org/pdf/eng/Doc.64-ENG-Luther_Charles.pdf
 Letter to Thomas Müntzer (CourseDen)
- Aug. 23 Politics in early modern Europe
Readings: Bossuet on absolutism (CourseDen)
- Aug. 25 The Atlantic World
Readings: Reading on the slave trade (CourseDen)
- Aug. 30 The Islamic empires in the early modern period
Readings: Jahangir, Policy toward the Hindus (CourseDen)
- Sep. 1 China and Japan in the early modern period
Readings: Confucius
 [http://www.indiana.edu/~p374/Analects_of_Confucius_\(Eno-2015\).pdf](http://www.indiana.edu/~p374/Analects_of_Confucius_(Eno-2015).pdf)
 skim intro, read definitions of *ren*, *junzi*, *li*, 1.1, 1.2, 2.5, 4.18, 7.20, 12.7.,
 12.11
 Expulsion of the Christian Priests aka Bateren (CourseDen)
- Sep. 6 Russia in the early modern period
Readings: Peter the Great's decrees (CourseDen)
- Sep. 8 The Enlightenment
Readings: Kant on Enlightenment
 <http://www.fordham.edu/halsall/mod/kant-whatism.html>
 Condorcet on progress
 <http://www.fordham.edu/halsall/mod/condorcet-progress.html>
- Sep. 13 **First Exam**
- Sep. 15 The French Revolution
Readings: Cahier de doléance of the Third Estate of Dourdan

- <http://www.historyguide.org/intellect/cahiers.html#third>
 Sieyes, What is the Third Estate?
<http://chnm.gmu.edu/revolution/d/280/>
 Decree Abolishing the Feudal System
<http://history.hanover.edu/texts/abolfeud.html>
 Declaration of the Rights of Man
http://avalon.law.yale.edu/18th_century/rightsof.asp
 Declaration of the Rights of Woman
<http://chnm.gmu.edu/revolution/d/477/>
- Sep. 20 The Industrial Revolution and birth of nationalism
 Readings: Factory Rules from Benck and Co. (CourseDen)
 Sadler Committee (CourseDen)
- Sep. 22 Ideologies
 Readings: *The Communist Manifesto* (Bourgeoisie and Proletarians section only)
http://avalon.law.yale.edu/subject_menus/mancont.asp
- Sep. 27 China and Japan in the nineteenth and early twentieth centuries
 Readings: Lin Zexu's Letter to Queen Victoria (CourseDen)
 Kang Youwei advocacy of reform in China (CourseDen)
 Sources on the Hundred Days Reform in China (CourseDen)
 Education in the Meiji Restoration sources (CourseDen)
 Silk Workers' poems (CourseDen)
- Sep. 29 India
 Readings: Introduction to sati
<http://chnm.gmu.edu/wwh/p/103.html>
 William Bentinck's minute on sati and legal prohibition of sati
<http://chnm.gmu.edu/wwh/modules/lesson5/lesson5.php?menu=1&s=6>
 Extracts from Thomas Macauley's Minute on Indian Education
<http://gyanpedia.in/Portals/0/Toys%20from%20Trash/Resources/books/readings/25.pdf>
- Oct. 4 Imperialism
 Readings: Jules Ferry on the motives for imperial expansion
<http://www.fordham.edu/halsall/mod/1884ferry.html>
 Rhodes, Confession of Faith (CourseDen)
 Edgar Canisius on the Congo (CourseDen)
- Oct. 6 Fall Break
- Oct. 11 The origins of the First World War
 Readings: The Blank Check (CourseDen)

- Oct. 13 **Second Examination**
- Oct. 18 The First World War
Readings: First World War documents (CourseDen)
- Oct. 20 The Russian Revolution
Readings: The April Theses
 http://www.dhr.history.vt.edu/modules/eu/mod03_1917/evidence_detail_31.html
- Oct. 25 Peacemaking and interwar disorder
Readings: U.S. State Department description of Woodrow Wilson’s Fourteen Points
 <http://history.state.gov/milestones/1914-1920/FourteenPoints>
 The Fourteen Points
 http://avalon.law.yale.edu/20th_century/wilson14.asp
- Oct. 27 Fascism and Nazism
Readings: Mussolini on Fascism (CourseDen)
 Adolf Hitler’s letter to Adolf Gemlich (1919)
 http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=3909
 Adolf Hitler’s “Appeal to the German People,” January 31, 1933
 http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=3940
 Walter Groß on Nazi Racial Policy
 <http://www.calvin.edu/academic/cas/gpa/gross.htm>
- Nov. 1 The origins of World War II
Readings: *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. 3 The Holocaust
Readings: Himmler’s speech at Posen
 <http://www.nizkor.org/hweb/people/h/himmler-heinrich/posen/oct-04-43/ausrottung-transl-nizkor.html>
- Nov. 8 The origins of the Cold War
Readings: Kennan on Soviet foreign policy (CourseDen)
 Soviet ambassador Novikov on U.S. foreign policy (CourseDen)
- Nov. 10 Decolonization
Readings: *Voices of Decolonization*

Nov. 15 Discussion of *Voices of Decolonization*
Paper due

Nov. 17 Youth revolt
Readings: Flyer on Benno Ohnesorg
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

Thanksgiving Break

Nov. 29 The fall of the Soviet empire
Readings: Mikhail Gorbachev on new political thinking (CourseDen)

Dec. 1
Mandatory Final Examination