

History 1112
Survey of World History/Civilization II, 1500 to the Present
Fall 2017 M/W 2:00--3:15 pm
Dr. Elaine MacKinnon

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PLEASE NOTE: MY PREFERRED EMAIL ADDRESS IS

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**DO NOT USE COURSE DEN EMAIL TO CONTACT ME. EMAIL ME AT MY
WESTGA.EDU ADDRESS—emcclarn@westga.edu**

Office Hours:

My office is Room 3222 in the Technology Learning Center. I will be available in my office on Mondays and Wednesdays, 11:00 am to 12 noon, and again from 3:30 to 4:00 pm. or by appointment. I will be available for online office hours (conducted via email or Google groups) Tuesdays and Thursdays, 11 am to 1:00 pm (these hours may vary from week to week—I will provide announcements through Course Den if the hours will be different for a particular week). My office phone number is 678-839-6048 ; my e-mail address is emcclarn@westga.edu. If my office hours are not convenient for you, then make an appointment with me for a different time.

Required Texts: Available for purchase at the bookstore or through online vendors.

McKay, Ebrey, et al. *A History of World Societies* Vol. 2/Since 1450. Tenth Edition. Value Edition (Bedford St. Martin's 2013) ISBN **978-1-4576-8533-0. Abbreviated in syllabus as TEXT.**

Filip Müller, *Eyewitness Auschwitz: Three Years in the Gas Chambers* (Ivan R. Dee, 1979)

Additional readings have been placed in Course Den or can be accessed from the Internet.

Note: You are expected to bring your assigned readings to every class.

Purpose of the Course:

The course is designed to introduce students to the history and heritage of World Civilizations and to the profession of history. It will survey major political, economic, social, and intellectual developments in world history from 1500 to the present. Students will gain a chronological sense of major historical events and movements as well as an understanding of why and how they took place. The course will examine the histories of specific civilizations, cultures, and world regions, but also study the interactions of these peoples and societies over time, wherein lie the roots of today's global interdependence. Due to the enormous expanse of time and events to be covered, the course represents only a selection of topics, cultures, and regions.

Class discussions and your assigned textbook readings will give you a general chronological framework. The supplemental book, *Eyewitness Auschwitz*, along with assigned primary documents, films and documentaries shown in class or watched online, will provide deeper insight into the human experience of world history, as well as different methodologies for studying the past.

Learning Outcomes:

- 1) Students will demonstrate the ability to understand the political, social, economic, or cultural dimensions of world history.
- 2) Students will demonstrate the ability to think historically through a comprehension of causal relationships and patterns of change and continuity over time; and through awareness of the social significance of ethnicity, gender, race, and class in historical events and study.

This course will have online components; it is considered a hybrid course. The course format is

designed to be a combination of face to face lecture and discussions, and online learning activities, organized around specific themes. There will be five dates (August 21, September 20, October 9, October 25, November 8) during this semester when we will not have a scheduled face to face class; for these dates you are expected to download online materials as indicated in the syllabus and in Course Den. You will be reading materials online, looking at slides, websites, online documentaries, and will complete specific assignments connected with them. Therefore you will need to have a computer with internet access in order to log into Course Den and to the Launch Pad learning system connected with your textbook. You will also need to view Youtube video clips and assigned documentaries, and you will be turning into Course Den typed responses to questions on specific dates as noted in the syllabus.

Grading:

Exam #1	25%
Exam #2	25%
Exam # 3	25%
Quiz on <i>Eyewitness Auschwitz</i>	10%
Online Writing Assignments/Writing to Learn Papers	10%
Class Participation/Attendance	5%

The learning outcomes will be assessed through a combination of examinations, outside writing assignments, quizzes, and in-class activities, assignments and discussions:

I. Examinations:

You will have three in-class examinations. Exams will consist of a variety of questions, which may include map identification, multiple choice, fill-in-the-blank, matching, term identification, short answer, or essay/discussion questions. The exam questions will be drawn from lectures, the textbook, powerpoint slides, assigned primary source document readings, class discussions, and films and documentaries shown in class and watched online. **The final will not be cumulative.**

*****Please Note: You must bring to class on each scheduled examination day the Exam System II General Purpose NCS Answer Sheet (General Purpose Answer Sheet No. 229633, 200 questions) and a No. 2 pencil. If you come to class without these items, then you will have to go immediately and purchase them (and lose time better spent taking the exam).**

II. In-class Quiz/Writing Assignment on *Eyewitness Auschwitz*: On the date indicated in the syllabus (Wednesday, November 15) , you will take an in-class quiz/writing assignment on the assigned supplemental reading, *Eyewitness Auschwitz*.

III. Online Writing Assignments, Writing to Learn Primary Source Papers,

Online Class Writing Assignments: For online classes this semester (August 21, September 20, October 9, October 25, November 8) you must complete a writing assignment as described in the syllabus and in Course Den. These assignments have specific due dates as noted in the syllabus.

ALL ONLINE WRITING ASSIGNMENTS AND WRITING TO LEARN PRIMARY SOURCE PAPERS ARE TO BE DONE INDIVIDUALLY WITH NO COLLABORATION OR PLAGIARISM. YOU ARE TO WORK INDIVIDUALLY ON EACH OF THESE ASSIGNMENTS.

Writing to learn Primary Source Response Assignments:

Over the course of the semester (with the exception of the first class and test days) students must submit five short, written source analysis papers. Students should bring to class two copies of a short, typed paragraph responding to questions about the assigned primary source and submit one copy to the instructor at the beginning of class.

TAKE NOTE: Each writing-to-learn exercise is due at the beginning of the class period in which we discuss the material addressed in it. No late writing-to-learn exercises will be accepted. Each piece will be graded as either constituting a good-faith effort (GFE) or not.

One writing-to-learn exercise will involve creative, historically-informed imagination instead of close analysis of a primary source. As with the source analysis exercises, the goal of this assignment is to lead students to engage with, and to understand, the material in the course more deeply. In this assignment, though, the imagination is freed from traditionally close grounding on evidence that historians demand of traditional historical accounts of the past. Students should imagine themselves in the shoes of some historical actor, and create something from that person's point of view. This creative assignment is explained in the syllabus and will be associated with the primary sources assigned for the Industrial Revolution (See Online Writing Assignment for October 9)

For each assigned set of primary sources, you will find in the syllabus a narrowly focused response question to guide your analysis of the assigned primary source reading. That narrowly focused question should be answered in writing. **Papers that do not address the given questions will not receive a GFE.**

NO LATE PAPERS WILL BE ACCEPTED.

The GFE's will translate into the following grades:

A	5 or more GFEs	100
B	4 GFEs	89
C	3 GFEs	79
D	2 GFEs	69
F	1 GFE	59
F	0 GFEs	0

IV. Class Participation

Class Participation is important! During the semester there will be in class activities and homework assignments. You may also have unannounced quizzes and writing assignments based on your textbook readings, supplemental books, and assigned primary documents. You are expected to participate in these. Take part in class discussions and debates, and keep up with your readings—if it seems that you are not doing the readings, then you may expect quizzes and additional writing assignments. This component of your grade can make the difference in borderline grading situations.

Attendance:

STUDENTS ARE EXPECTED TO ATTEND EVERY CLASS. Make every effort to be in class and on time. You are responsible for all materials and announcements presented in class. If you must be absent, be sure to get the notes from a classmate. **More than two unexcused absences will lower your final grade.**

How to do well in this course

1. Attend class consistently—be a regular!

If you miss a class, do not ask the professor for her notes!!!! Get the notes from a fellow classmate. It is important to identify that person early in the semester (the first week for example).

2. Keep up with the reading assignments!

In my experience, if students keep up with the readings and thereby have a basic understanding of the daily topics, they do well in the course.

3. Form or find a study group! Work together and keep each other motivated!

Note: Please show courtesy to your fellow students. Disruptive behavior (read: eating and drinking, smoking, carrying on conversations, texting, engaging in social media, etc.) will not be tolerated and will

count as an unexcused absence. Cell phones, pagers, headphones, and all other electronic devices must be turned off during class. I will confiscate any that I hear going off. During exams, if you have an electronic device that goes off or that you bring out for any reason, you will receive an automatic failure for the exam and you will be asked to leave.

Let me Repeat: Cell phones, pagers, headphones, and all other electronic devices must be turned off during class. The instructor will confiscate such items. The instructor reserves the right to ban laptop computers if students use these for any purpose other than to type notes.

Tentative Course Outline and Readings Assignments

Wednesday August 9: Introduction: What is Global History?/The World in 1500

Suggested Readings: Look up definitions of “history,” and write down which one you find most accurate.

Monday August 14: Studying History in the 21st Century/What is a Primary Source?

Required Readings: How to Read Primary Sources, available at this link

<https://docs.google.com/document/d/1XxEQYNVOO3cCDvG20RrMLyw3jiFwqEhd0Fz3TI8DTUY/edit>

Questions for analysis of primary sources: Answers to these questions should be part of your introduction in your writing to learn source analysis papers, and then the main paragraph will answer the focus questions given for each of the sources

Who is the author of the document (source) and when was it created?

What was the purpose for the document (source)?

With what historical topic or question is the document (source) connected? What unique insight does it give you into this topic or question? (Focus questions are designed to help you to identify the document’s historical significance)

Is this document (source) credible?

Wednesday August 16: Transoceanic Expansion and Encounters

Required Readings: Text, Chap 16, 457-471

Required Primary Source Reading:

Christopher Columbus, “Extracts from the Journal of Columbus,” accessible in Course Den (look in the module entitled “Primary Source Readings”) and at <http://www.let.rug.nl/usa/documents/before-1600/extracts-from-the-journal-of-columbus.php>

Focus Questions for Writing to Learn Primary Source Analysis Paper What does Columbus’ journal suggest were the major motives for the Europeans to engage in oceanic exploration beginning in the 1400s? What range of attitudes towards new and unknown peoples do you see in his journal?

For Reading and Class Discussion: What is the significance of the voyages undertaken by Vasco da Gama and Christopher Columbus, and the conquests of European conquistadores?

Monday August 21: NO FACE TO FACE CLASS: ONLINE ASSIGNMENT

Consequences of Conquest/Emergence of Global Trade Networks

ONLINE CLASS ASSIGNMENT:

A. Complete the Required Readings:

1) Text, Chap 16, 471-488

2) “Columbus Controversy,” accessible at <http://www.history.com/topics/exploration/columbus-controversy> and available in Course Den in module “Readings for Debate #1”

3) Alan Yuhas, “Junipero Serra’s Road to Sainthood is Controversial for Native Americans,” article

from *The Guardian*, January 25, 2015, available in Course Den in module “Course Den Readings “

B. Watch the video documentary *Guns Germs and Steel, Episode 2, Conquest* at https://www.youtube.com/watch?v=iR8OaVDB3_E&list=PL_nrHz6GKmMcwX-whW3LerFYeMBQ-6BHq

C. Complete the following writing assignment. Respond to these questions: How should we evaluate the actions of the European explorers, conquistadors and missionaries? Should we teach children that Columbus, da Gama, Cortez, and Pizarro were great men even if their actions led to consequences that were so devastating for entire peoples and civilizations, such as the Aztecs and the Incans? Explain your answer and **cite at least three examples drawn from your readings to back up your argument.**

Submit your response to this question (minimum 250 words) to the Assignment Folder in Course Den, “Online Writing Assignment for Chapter 16.”

The Deadline is Wednesday August 23 by 12:00 pm

Wednesday August 23: Discussion of Views on European Conquests/The Islamic World Powers: 1300-1800

Required Readings: Text, Chap 17, all

Focus Questions for Reading and Class Discussion

Key figures to take notes on and identify: Suleiman the Magnificent, Akbar, Shah Jahan

What were the major strengths and weaknesses of these three empires?

Monday August 28: Transformation of Europe: The Reformation and the Rise of Nation-States

Required Readings: Chap 18, pp. 518-540

Required Primary Source Readings:

Martin Luther, “Letter to the Archbishop of Mainz, 1517,” accessible online at Fordham University Medieval Sourcebook, at <https://sourcebooks.fordham.edu/source/lutherltr-indulgences.asp> and in Course Den (module “Primary Source Readings”)

John Calvin, “Letter to the King [on the Clergy],” accessible online at Fordham University Medieval Sourcebook, at <https://sourcebooks.fordham.edu/source/calvin-onclergy.asp> and in Course Den (module “Primary Source Readings”)

Focus Questions for Writing to Learn Primary Source Analysis Paper:

What do these two letters tell us about the views of Martin Luther and John Calvin, two leaders of the Protestant Reformation? Why were they writing these letters? What do the letters show about the reasons why each of these individuals wanted to reform the Catholic Church? What main principles of the Reformation come through in these letters?

Focus Questions for Reading and Class Discussion:

What were the consequences for Europe of the Protestant Reformation?

What were the major differences between absolutist and constitutional governments in 17th and 18th century Europe?

Wednesday August 30 European Empire Building and the Rise of Russia

Required Readings: Text, Chap 18, pp. 540-554

Required Primary Source Readings:

Modern History Sourcebook: *Duc de Saint-Simon: The Court of Louis XIV*

<http://www.fordham.edu/Halsall/mod/17stsimon.asp> and in Course Den (“Primary Source Readings”)

Modern History Sourcebook: *Peter the Great and the Rise of Russia, 1682-1725*

Accessible through <http://www.fordham.edu/Halsall/mod/petergreat.asp> and in Course Den (“Primary Source Readings”)

Focus Questions Writing to Learn Primary Source Analysis Paper:

What do these sources reveal to us about the nature and methods of absolute monarchy? What did it mean to be an absolute monarch in the 17th and 18th centuries? What were Peter the Great's main goals as an absolute monarch? How does he differ from Louis XIV in his goals and methods?

Questions for Reading and Class Discussion: How did Russian rulers build a distinctive absolutist monarchy and expand into a vast and powerful empire? How did Russia's absolutism differ from that seen in Western Europe?

Monday September 4: Labor Day No Class!!!

Wednesday September 6: New Ways of Understanding the World and Human Society

Required Readings: Text, Chap 19, all

Focus Questions for Reading and Class Discussion: How was the development of modern science a "revolution" in thinking and in human understanding of the world? What was the relationship between the Scientific Revolution and the Enlightenment?

Monday September 11 Africa and the World, 1400-1800

Required Readings: Text, Chapter 20, 590-603

Focus Questions for Reading and Class Discussion:

What are three important facts that you should learn about the continent of Africa and its political, social, and cultural development prior to 1600 from your reading?

How did the arrival of Europeans and other foreign cultures affect Ethiopia and the East African city-states?

Wednesday September 13 The Atlantic Slave Trade and Its Consequences

Required Readings: Text, Chap 20, 603-619/Be sure to read the excerpt "Individuals in Society: Olaudah Equiano, 607 and be able to answer the questions

Required Primary source Readings:

- 1) Excerpt from the autobiography of former slave Olaudah Equiano, *The Narrative of the Interesting Life of Olaudah Equiano*, his recollections of the Middle Passage, available in Course Den (module labeled "Primary Source Readings") and on the web at <http://www.historytools.org/sources/equiano.pdf>
- 2) Excerpt from Thomas Phillips, "A Journal of a Voyage Made in the Hannibal of London in 1694," available in Course Den (see module labeled "Primary Source Readings)

Focus Questions for Writing to Learn Primary Source Analysis Paper: What was the human experience of slavery, and how do the assigned primary sources illuminate this question? What does the journal of Thomas Phillips reveal about the "business" of the slave trade? What can you infer from both of these sources about the experience of the captive slaves during the infamous Middle Passage?

Class Discussion:

How did the transatlantic slave trade change African societies in social, economic, and political terms? What role did European traders and African rulers play in the slave trade?

Monday September 18: EXAM #1 (Chapters 16-20)