

Survey of World History and Civilizations Since 1500
History 1112
Fall 2017
CRN 81166
TLC 1303
Tuesday/Thursday 9:30 – 10:45

Instructor: Dr. Tim Schroer
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Office hours: Tues. 8:00 – 9:00; 11:00 – noon; 1:30 – 4:00
Thurs. 8:00 – 9:00; 11:00 – noon; 1:30 – 5:00
Or by appointment

Course Description

“HISTORY IS, STRICTLY SPEAKING, THE STUDY OF QUESTIONS.” – W. H. AUDEN
“HISTORY HAS ITS EYES 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 reading, writing, lecture, and class discussion.

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 are two required books available in the bookstore:

McKay, *A History of World Societies since 1450*, vol. 2, 10th ed., ISBN 978-1-319-00699-0. Note this is the ISBN for the book with access to the Launchpad site included.

Students **must** have access to the online Launchpad site from the publisher Macmillan. That access can be purchased separately from the hardcopy book for \$85.99 from the publisher Macmillan.

Anne Walthall and M. William Steele, *Politics and Society in Japan's Meiji Restoration* (Boston: Bedford St. Martin's, 2017) ISBN 9781457681059.

There will also be additional primary sources available online.

Online Textbook and Launchpad Information

In addition to the CourseDen site for this course, students must access Macmillan's Launchpad site, which has its own online course portal unique to this class.

Go to <http://www.macmillanhighered.com/launchpad/mckayworld10e/5845777>

Bookmark the page to make it easy to return to (although note the the URL will look different due to security measures).

Enroll in this course using one of the following options:

If you have an access code, select "I have a student access code", enter the code exactly as it appears on the card, and click Submit.

If you don't have an access code, either purchase a text package that includes one OR click "I want to purchase access" and follow the instructions.

If you need to start working but can't purchase right away, select "I want temporary access" and follow the instructions. Please note: Your grades are linked to your Launchpad account username (email address). If you use temporary access, make sure you purchase or register your code using the same email address for your paid access. If you have problems registering, purchasing, or logging in, please contact Customer Support.

You can reach a representative 7 days a week:

through the online form

by chat

by phone at (800) 936-6899

Grading

First Exam:	15 percent
Second Exam:	20 percent
Final Exam:	25 percent
Paper:	20 percent
Writing-to-learn exercises:	5 percent
Learning Curve Quizzes:	5 percent
Summative Quizzes:	5 percent
Class Participation:	5 percent

Quizzes

Before most class meetings, students will need to complete *two* quizzes on the reading assigned for that day, both of which are taken online through the Launchpad site. Both types of quizzes cover readings in the textbook. The first kind of quiz is a Learning Curve quiz, which students can work on until they reach full credit. The second kind of quiz is a summative quiz over material in the textbook. These summative quizzes include 5-15 questions. Students are allowed only one attempt at the summative quiz. The examinations will draw some of the multiple-choice questions from the summative quizzes.

These quizzes are intended to encourage students to do the reading. Each quiz must be completed before the class meeting that addresses material covered in that chapter. No late quizzes are permitted. There will be no make-up quizzes without documentation of good grounds. The lowest grade for both the Learning Curve and the summative quizzes will be dropped. Students will be able to see their Launchpad quiz grades in Launchpad, but those grades do not automatically show up in the CourseDen gradebook. I will not enter those quiz grades into the gradebook on CourseDen after November 30.

Exams

Each of the three examinations will have two parts. The first part will consist of 25 multiple-choice questions. Most of those questions will come from the online summative quizzes, while others will cover the primary sources. Each question will be worth two points. The second part of each exam will pose a few questions drawn from lecture. Each student will write one essay responding to one of the questions posed. The essay will be worth 50 points. The final examination will cover only material since the second examination. Bring a blue book and a scantron sheet to each examination.

The Paper

Each student must also write a three-page, typed, double-spaced paper analyzing sources in the *Politics and Society in Japan's Meiji Restoration* book. Students should submit an electronic copy of the paper to the Drop Box on CourseDen by 9:00 am on October 3 and a paper copy of the paper at the beginning of class that day. Late papers will be penalized by deducting one letter grade for each day the assignment is late.

The paper will be graded based on the following rubric:

Does the paper meet the requirement of academic honesty? Pass/fail					
	Not Present	Unsatisfactory	Fair	Good	Excellent
Thesis	Paper does not make an argument about the past. 0-17 points	Paper attempts unsuccessfully to articulate an argument about the past. It may present a question, but not actually answer it. 18-20 points	Paper makes a claim about the past, but it is wholly unconvincing or superficial. 21-23 points	Paper states a thesis making a claim worth arguing about, but it does not offer particular insight, or there are problems with its expression or persuasiveness 24-26 points	Paper clearly states a persuasive thesis making a historical claim worth arguing about. Thesis shows originality or thoughtfulness. 27-30 points
Analysis	Paper does not analyze the material relevant to the assignment. 0-15 points	Paper offers analysis that suffers from serious weaknesses. 16-17 points	Paper offers generally weak analysis that is fairly superficial. 18-19 points	Paper offers sound analysis, but there may be some weaknesses in the ability to critically and empathetically examine the evidence. Paper's insights are not especially probing. 20-21 points	Paper effectively analyzes evidence, showing thoughtfulness, critical thinking, empathy, and command of the methods of historians. 22-25 points
Use of Evidence	Paper fails to offer evidence in support of an argument. It misquotes evidence or does not cite it. 0-15 points	Paper uses evidence, but has serious weaknesses in use of evidence. Evidence does not support assertions. Evidence is irrelevant. It is misquoted or misrepresented. 16-17 points	Paper uses relevant evidence, but there are weaknesses. Some irrelevant evidence is included. Trivial misquotations exist. Problems fitting evidence into the paper. 18-19 points	Paper mobilizes relevant evidence, but there are weaknesses. It may not use the best evidence or fit it into the analysis smoothly. 20-21 points	Paper effectively mobilizes relevant evidence in a persuasive manner to support its argument. It shows a discriminating eye and sophistication. 22-25 points

Organization	Paper has no organization. 0-5 points	Paper's organization has serious problems 6 points	Paper's organization is solid with some weaknesses 7 points	Paper has reasonable organization. 8 points	Paper's organization is effective, clear, and logical 9-10 points
Writing	Paper is often incomprehensible. 0-5 points	Paper is unclear. It has serious errors in the expression that suggest inattention. 6 points	Paper is sometimes unclear. It includes basic errors in the expression. 7 points	Paper is clearly written but it includes minor errors in expression. It is solid but unimpressive. 8 points	Paper expresses ideas clearly and in a manner appropriate to its audience: a history professor. Writing is free of errors and at times achieves elegance. 9-10 points

Writing-to-learn exercises

Students must complete five writing-to-learn exercises through the course of the semester as well. At the beginning of each class, in addition to describing the question to be explored in the readings and the identifications for the next scheduled class, I will pose a narrowly focused response question calling for analysis of the assigned primary source reading for the next class. That narrowly focused question should be answered in writing. The question on the first assigned source is: what does the source suggest motivated the Portuguese to sail to India?

Over the course of the semester (with the exception of the first class and test days) students must submit four short, written source analyses. 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.

One writing-to-learn exercise must 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.

My model here is the musical *Hamilton*. That musical creatively imagines the past in a way that is informed by the historical record of what historical figures did and thought, but it assertively and openly employs anachronism as well. An anachronism is something that is historically out of place. The historical evidence indicates, for example, that Alexander Hamilton did not, in fact, rap. I encourage you to create a work that is informed by the past, but which also consciously employs anachronism. If your work addresses or employs language reflecting sexism, racism, homophobia, religious bigotry, or other similar matters, please *do not* employ terminology current in the United States today in treating it. If your imaginative work discusses such matters, employ historical language that has virtually disappeared from usage in the present in addressing them. Please try to keep it PG-13.

Feel free to exercise your imagination on the form of this assignment. I can imagine all sorts of things: a rap by Olympe de Gouges or Peter the Great; a blog post by Qing official Lin Zexu; a series of tweets by Akbar, ruler of the Mughal Empire; or a dialogue among African slaves who survived the Middle Passage to labor on a Barbados sugar plantation. Do not feel constrained by these examples. You can submit written documents, sound files, or videos. It is your responsibility to ensure that I can access the material you submit, so be sure to make the media pretty idiot-proof. Explore the mindset of someone from the past in an informed and creative way.

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.

These 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

Participation, etc.

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.

Where to Turn for Help

I strongly encourage students to come talk with me if or email me if you have questions or concerns. I am here to help. There are other resources on campus as well.

<p>CourseDen D2L Home Page https://westga.view.usg.edu/</p>	<p>Student Services http://uwgonline.westga.edu/online-student-guide.php</p>
<p>D2L UWG Online Help (8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu</p>	<p>Center for Academic Success http://www.westga.edu/cas/ 678-839-6280</p>
<p>24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/</p>	<p>Distance Learning Library Services http://libguides.westga.edu/content.php?pid=194430</p>
<p>University Bookstore http://www.bookstore.westga.edu/</p>	<p>Ingram Library Services http://www.westga.edu/library/</p>

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 Center for Academic Success.

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 Accessibility Services Center.

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 as scheduled receives a zero. I do not permit students to take any test at any time other than 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 and completed the required quizzes before each class meeting. As indicated on the schedule below, on some class meetings there are not quizzes due. The quizzes are scheduled below so they are to be completed before the last class meeting in which we deal with material from a given chapter in the textbook. Note that we will not be following the order of the chapters in the textbook all the time.

- Aug. 10 Introduction
- Aug. 15 A newly interconnected world
 Readings: How to Read Primary Sources: A Handy, Quick Guide (CourseDen)
 Textbook, ch. 16
 Account of Vasco Da Gama's Voyage
<http://legacy.fordham.edu/halsall/mod/1497degama.asp>
 Complete Learning Curve quiz in Launchpad before class
 Complete summative quiz in Launchpad before class
- Aug. 17 The Reformation
 Readings: Textbook, ch. 18 (Crisis and Rebuilding)
 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)
 No online quizzes for today
- Aug. 22 Politics in early modern Europe
 Readings: Textbook, ch. 18 (to end)
 Bossuet on absolutism (CourseDen)
 No online quizzes for today
- Aug. 24 Africa and the Atlantic World
 Readings: Textbook, ch. 20
 Phillips document on the slave trade (CourseDen)
 Complete Learning Curve quiz in Launchpad before class
 Complete summative quiz in Launchpad before class
- Aug. 29 The Islamic empires in the early modern period
 Readings: Textbook, ch. 17
 Jahangir, Policy toward the Hindus (CourseDen)
 Complete Learning Curve quiz in Launchpad before class
 Complete summative quiz in Launchpad before class
- Aug. 31 China and Japan in the early modern period
 Readings: Textbook, ch. 21
 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)
 Complete Learning Curve quiz in Launchpad before class
 Complete summative quiz in Launchpad before class

- Sep. 5 Russia in the early modern period
 Readings: Textbook, ch. 18, pp. 475-79
 Peter the Great's decrees (CourseDen)
 Complete Learning Curve quiz in Launchpad before class
 Complete summative quiz in Launchpad before class
- Sep. 7 **First Exam**
- Sep. 12 The Enlightenment
 Readings: Textbook, ch. 19
 Kant on Enlightenment
 <http://www.fordham.edu/halsall/mod/kant-what-is.html>
 Condorcet on progress
 <http://www.fordham.edu/halsall/mod/condorcet-progress.html>
 Complete Learning Curve quiz in Launchpad before class
 Complete summative quiz in Launchpad before class
- Sep. 14 Political revolution
 Readings: Textbook, ch. 22 (skip material on the British colonies and Latin America)
 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/>
 Complete Learning Curve quiz in Launchpad before class
 Complete summative quiz in Launchpad before class
- Sep. 19 The Industrial Revolution
 Readings: Textbook, ch. 23
 Factory Rules from Benck and Co. (CourseDen)
 Sadler Committee (CourseDen)
 Complete Learning Curve quiz in Launchpad before class
 Complete summative quiz in Launchpad before class
- Sep. 21 Ideologies
 Readings: Textbook, ch. 24
 The Communist Manifesto (Bourgeoisie and Proletarians section only)
 http://avalon.law.yale.edu/subject_menus/mancont.asp
 Complete Learning Curve quiz in Launchpad before class
 Complete summative quiz in Launchpad before class

Sep. 26 China in the nineteenth and early twentieth centuries
Readings: Textbook, ch. 26, China under Pressure, pp. 759-762
 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)

No online quizzes for today

Sep. 28 India
Readings: Textbook, ch. 26, India, pp. 750-53
 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>
 [This is a fuller version of the document than the extract in the textbook]

Oct. 3 The Meiji Restoration in Japan
Readings: Textbook, ch. 26, Japan's Rapid Transformation, pp. 763-67
 Politics and Society in Japan's Meiji Restoration

Complete Learning Curve quiz in Launchpad before class

Complete summative quiz in Launchpad before class

Paper due

Oct. 6 Fall Break

Oct. 10 New Imperialism
Readings: Textbook, ch. 25
 Jules Ferry on the motives for imperial expansion
 <http://www.fordham.edu/halsall/mod/1884ferry.html>

[*Note this extracts some different passages from the same Ferry speech in the textbook*]

 Rhodes, Confession of Faith (CourseDen)
 Edgar Canisius on the Congo (CourseDen)

Complete Learning Curve quiz in Launchpad before class

Complete summative quiz in Launchpad before class

Oct. 12 The origins of the First World War
Readings: Textbook, ch. 28, pp. 814-820
 The Blank Check (CourseDen)

No online quizzes

Oct. 17 **Second Examination**

Oct. 19 The First World War
Readings: Textbook, ch. 28, pp. 821-29
 First World War documents (CourseDen)

No online quizzes

Oct. 24 The Russian Revolution
Readings: Textbook, ch. 28, pp. 830-34
 The April Theses

http://www.dhr.history.vt.edu/modules/eu/mod03_1917/evidence_detail_31.html

No online quizzes

Oct. 26 Peacemaking and interwar disorder
Readings: Textbook, ch. 28, pp. 835-end
 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

Complete Learning Curve quiz in Launchpad before class

Complete summative quiz in Launchpad before class

Oct. 31 Fascism and Nazism
Readings: Textbook, ch. 30
 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>

No online quizzes

Nov. 2 The origins of World War II
Readings: Textbook, ch. 30
 New York Times articles: "Commons Jubilant: Chamberlain's News of a
 Delay by Hitler on Czechs Stir 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

Complete Learning Curve quiz in Launchpad before class

Complete summative quiz in Launchpad before class

Nov. 7 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>

No online quizzes

Nov. 9 The origins of the Cold War

Readings: Textbook, ch. 31, The World Remade

 Kennan on Soviet foreign policy (CourseDen)

 Soviet ambassador Novikov on U.S. foreign policy (CourseDen)

No online quizzes

Nov. 14 Decolonization

Readings: Textbook, ch. 31, to the end

 Sukarno Speaks at Bandung (CourseDen)

 Nkrumah on the United States and the Third World (CourseDen)

Complete Learning Curve quiz in Launchpad before class

Complete summative quiz in Launchpad before class

Nov. 16 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

No online quizzes

Nov. 21/23 Thanksgiving Break

Nov. 28 The fall of the Soviet empire

Readings: Mikhail Gorbachev on new political thinking (CourseDen)

No online quizzes

Nov. 30 **Mandatory Final Examination in class**