

World History since 1500 Syllabus

WOH 1022, Summer 2021, May 31 - July 2

Course & Instructor Information

Instructor: TBA

Email: TBA

Office Hours: By Appointment

Contact Hours: 45

Credits: 3

Course Description

Taking both a thematic and chronological approach, this course explores the ways in which peoples across the world have engaged, conflicted, and cooperated with one another since 1500 CE. We will emphasize the ways in which individuals and groups have experienced and influenced larger historical trends: exploration and colonization; the rise of capitalism and challenges to capital; decolonization; and globalization. Throughout the semester, we will learn how historians create knowledge and practice historical thinking and skills.

Textbook Information

Joshua Cole and Carol Symes., *Western Civilizations II: Their History and Culture, Volume 2* (2017), ISBN: 9780393614312

Tignor Adelman, et al., *Worlds Together, Worlds Apart: From the Beginnings of Humankind to the Present* (2015), ISBN: 9780393937695

Measurable Course Objectives

History is an intellectual inquiry into human activity. Historians analyze change over time as well as continuity in a variety of human arenas including (but not exclusive to) culture, society, politics, and ideas. Historians use context (the ideas, trends, events at a given time) to help understand human decision-making.

Together we will work to improve your capacity to read and analyze complex texts while strengthening your abilities to reason and communicate your thoughts through speaking

and writing. Assessment and evaluation will focus on communication of ideas and understanding of concepts.

By the end of this course, students who listen to the lecture videos regularly, complete the assignments, and think about the course material should be able to:

- Understand how differing political, economic, social, cultural, ideas, and historical experiences shape empire, colonies, and nation-states.
- Interpret and evaluate a variety of primary and secondary sources.
- Identify conflicting viewpoints in historical context.
- Increase reading comprehension.
- Understand that many things we assume are natural (ability, gender, race, ethnicity, ideas, etc.) are, in fact, cultural and social constructions that change across time and space.
- Revise ideology and ideas in light of new sources and/or analysis.
- Think and write from a critical perspective.

Course Requirements

In order to succeed in class, you must demonstrate the following:

- An understanding of the chronology of major events in World History.
- Recognize major figures and movements that played a pivotal role in the development of our global civilization.
- Think critically on how the memory of historical events has changed over time.
- Express strong communication and interpretive skills in writing assignments and assessments.

Grading Policy

Your final grade in this course is based upon performance on your examinations and writing assignments.

Writing Assignments	50	points (5 total, 10 points per task)
Lecture/Powerpoint Section Exams	50	points (5 total, 10 points per exam)
Total	100	points

Writing Assignments: (50 points): Students are required to submit five writing assignments. Students will write a 1-page minimum analysis of class topics and one reading and/or documentary film. Students must identify the argument/thesis, explain the historical context, and discuss the audience. Students will also compare how their reading reflects on the complexities of American identity, democracy, and freedom. Students must support their analysis by providing examples from the text. Students should also seek to compare their chosen reading to other class texts.

Each writing assignment is worth 10 points each and will be graded on a 0-10 point scale:

10 points	Full word count, strong argument/analysis, grammar, etc.
9 points	Full word count, some typos, no or limited specific text examples
8 points	Full word count, mostly content-based analysis, some typos
7 points	Partial word count, missing analysis, no references or quotes, typos
6 points	Partial word count, grammar/structure issues, missing details
5 points	Partial word count, major grammar/structure issues, poor examples
4 points	Missing parts of assignment, did not engage with text
3 points	Missing major parts of assignment, ignored directions
2 point	Did not follow assignment directions
1 point	Wrote something that might have something to do with history
0 points	Did not do assignment

Section Exams (50 points): At the end of each section (one week per section), students will be expected to complete a short 10 question exam that address the topics covered in the video lectures, readings, and assigned Powerpoints.

Make-up Policy:

You will be allowed to make up work for full credit only under extreme circumstances (such as a documented, serious health-related emergency).

Cheating will not be tolerated. This includes giving or receiving aid on a quiz or exam and plagiarizing the work of others (including your classmates).

Late assignments will **not** be accepted, unless students have an excused absence from the professor. The Teacher Assistant or Professor must receive late assignments no later than one week after the due date. Because a central goal of this course is to learn the importance of ethical work habits, all makeup assignments and excused absences will only receive partial credit. All assignments will be penalized one letter grade. *All makeup*

assignments will be graded at the end of the semester. This policy does not include the exams, which cannot be made up for any reason.

Grading Scale

This class operates on a points system. No plus/minus grades will be given on quizzes or exams. Your grades will be based on the following breakdown:

- A 90 – 100 points
- B 80 – 89 points
- C 70 – 79 points
- D 60 – 69 points
- F 59 – 00 points

The point total is determined based on student performance on the following assignments.

*Although there will be occasional group-work to be done, students will be graded on each assignment individually and not as a group.

“**A**” grades are given for outstanding work. You are doing extremely well. The student has exceeded expectation.

“**B**” grades are given for above average work. You are doing very well. Improvements will be toward higher refinements of concept.

“**C**” grades are given for average work. You are meeting an acceptable level or expectation. Improvements will be towards acceptable levels of project requirements.

“**D**” grades are given for below average work. You are under-achieving in quality and/or motivation. Improvements will be towards acceptable level of project requirements.

“**F**” grades are given for failure. You are not reaching the expected level for college work. Improvements are to review goals, seek assistance and increase efforts.

Course Outline

Please note that the schedule is meant to give an overview of the major concepts of this course. Changes may occur in this calendar as needed to aid in the student’s development.

WEEK ONE: Encounters and Empires, 1200-1750

Read: *Worlds Together, Worlds Apart*

India: 373-376, 498-499; Japan: 380-383; Great Zimbabwe: 367, 402; Mali/Mande: 364, 366-367; Aztec: 311-312, 451-459; Inca: 217, 390, 455, 457-60, 474

Read: *Western Civilization, Volume II*

Chapter 12: Innovation and Exploration, 391-423

Lesson Topics:

1. Course Intro
2. Yali's Question/Mongol Empire/Yuan Dynasty
3. Hinduism in India: Mahabharata/Caste System
4. Islam in India: Dehli Sultanate/Kingdom of Akbar the Great/Taj Mahal
5. East Africa Cultures: Swahili, Great Zimbabwe, Kingdom of Mapungubwe
6. West Africa Cultures: Griot culture, Mande People, Sundiata Keita, Mansa Musa
7. America Before Columbus: Puebloans, Cahokia, Iroquois Confederacy
8. Explorers Before 1492: Vikings, Ibn Battuta, Zheng He
9. Spanish Reconquista/Christopher Columbus
10. Spanish Invasion of Aztec Empire
11. Spanish Invasion of Inca Empire
12. Empire of Charles V/Shakespeare's The Tempest

WEEK TWO: World Markets and Atlantic Revolution, 1600-1865

Read: *Worlds Together, Worlds Apart*

Merchants between 1600-1750: 478-79 482-83; French and Indian War: 514; Washington: 560-61; American Colonies: 482-488; Slave Rebellions: 492-95, 557, 561, 565-73, 575-76; Planation Economy: 486-95

Read: *Western Civilization, Volume II*

Chapter 16: The New Science of the Seventeenth Century, 523-583

Chapter 17: Europe During the Enlightenment, 551-583

Chapter 18: The French Revolution, 585-619

Lesson Topics:

1. The Black Death/Medieval Scholasticism
2. Quattrocento/Italian Renaissance
3. Siege of Constantinople/Rise of Ottoman Empire
4. Print Revolution/Protestant Reformation
5. Thirty Years War/Scientific Revolution/Age of Enlightenment
6. English Reformation/English Civil War/Commonwealth of England
7. French and Indian/Seven Years Wars/Young George Washington
8. Crisis in Massachusetts/Taxation Without Representation

9. American Revolution
10. French Revolution
11. Rise and Fall of Napoleon
12. Fight for Emancipation and End of Slavery

WEEK THREE: The Challenge of Modernity, 1700-1900

Read: *Worlds Together, Worlds Apart*

Ming to Qing/Tokugawa: 499-507; Boxer Rebellion/Meiji Restoration: 656-663, 676-679; Revolutions in the Caribbean and Iberian America, 565-571; Spanish-American War, 653-55

Read: *Western Civilization, Volume II*

Chapter 21: Revolution and Nation Building, 695-736

Chapter 22: Imperialism and Colonialism, 737-773

Chapter 23: Modern Industry and Mass Politics, 775-813

Lesson Topics:

1. Ming/Qing Dynasties/Opium Wars
2. Self-Strengthening Movement/Boxer Rebellion/1911 Xinhai Revolution
3. Japan's Edo Period/Sakoku Edict of 1635/Meiji Restoration
4. Scramble for Africa/American Colonization Society
5. Congo Free State/Zulu Kingdom/Boer War
6. British East India Company/1857 Indian Rebellion
7. South American Revolutions/Simon Bolivar
8. Mexican Independence/Mexican-American War
9. American Conquest of Hawaii/Crisis in Cuba
10. Spanish American/Philippine-American Wars
11. Darwin's Theory of Evolution/Eugenics Movement
12. Hegelianism/Karl Marx/Soren Kierkegaard/Friedrich Nietzsche

WEEK FOUR: The Angel of History, 1914-1945

Read: *Western Civilization, Volume II*

Chapter 24: The First World War, 815-853

Chapter 25: Turmoil Between the Wars, 855-891

Chapter 26: The Second World War, 893-901 (Stop At: The Beginning of the War in Europe)

Lesson Topics:

1. World War I: Assassination of Archduke Franz Ferdinand/July Crisis
2. World War I: Western Front
3. World War I: Middle East
4. World War I: Fall of Russian Empire/Bolshevik Revolution
5. World War I: Failure at Versailles
6. Spanish Influenza Pandemic of 1918/19
7. Soviet Union/Stalinism
8. Rise of Fascism/Spanish Civil War
9. Rise of Imperial Japan/Second Sino-Japanese War
10. Fall of Weimar Republic/Rise of Third Reich/Burning of Reichstag
11. Nuremberg Laws/Kristallnacht
12. Holocaust/Nuremberg War Crimes Tribunal/Tokyo Trial

WEEK FIVE: A New World Order, 1939-1989

Read: *Western Civilization, Volume II*

Chapter 26: The Second World War, 901-933

Chapter 27: The Cold War World – Global Politics, Economic Recovery, and Cultural Change, 935-971

Chapter 28: Red Flags and Velvet Revolutions – The End of the Cold War, 973-1009

Lesson Topics:

1. World War II: Invasion of Poland/Fall of France/Battle of Britain
2. World War II: Operation Barbarossa/Attack on Pearl Harbor
3. World War II: Fall of the Philippines/Island Hopping Campaign
4. World War II: B29 Raids Over Tokyo/Battle of Stalingrad
5. World War II: North Africa Campaign/D-Day Invasion
6. World War II: Fall of Berlin/Yalta and Potsdam Conferences
7. World War II: Manhattan Project/Hiroshima and Nagasaki
8. Cold War: Iron Curtain/Cuban Missile Crisis
9. Cold War: Chinese Civil War/Bamboo Curtain/Korean War
10. Indian Independence Movement/1947 Partition of India
11. Cold War: Berlin Wall/Cuban Missile Crisis/The Week that Changed the World/
12. Cold War: Autumn of Nations/Reunification of Germany/Fall of Soviet Union

Academic Integrity

As members of the Seminole State College of Florida community, students are expected to be honest in all of their academic coursework and activities. Academic dishonesty, such as cheating of any kind on examinations, course assignments or projects, plagiarism, misrepresentation and the unauthorized possession of examinations or other course-related materials, is prohibited.

Plagiarism is unacceptable to the college community. Academic work that is submitted by students is assumed to be the result of their own thought, research or self-expression. When students borrow ideas, wording or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass-off such work as the student's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized.

Students who share their work for the purpose of cheating on class assignments or tests are subject to the same penalties as the student who commits the act of cheating. When cheating or plagiarism has occurred, instructors may take academic action that ranges from denial of credit for the assignment or a grade of "F" on a specific assignment, examination or project. Students may also be subject to further sanctions imposed by the judicial officer, such as disciplinary probation, suspension or dismissal from the College.