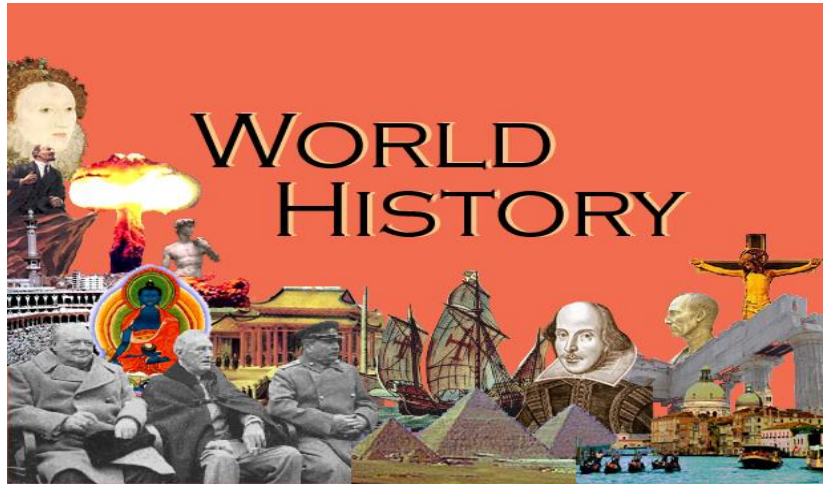


HIST 102 – WORLD HISTORY SINCE 1500



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COURSE DESCRIPTION

This course provides an introduction to the global past since 1500. It helps students to understand the diversity of and the connections between the world's cultures and ideologies and to become acquainted with global political, social, and economic history. It uses readings, exams, and "history labs" to introduce students to major historical developments and consequences as well as key achievements, turning points and individuals impacting world history.

This course also encourages students to think analytically about how people have created and adapted societies and institutions in response to the challenges and opportunities that have confronted them.

Major themes in this course include:

- Change, Continuity, and Connections
- Cross-Cultural Interaction and Transfers
- Consumption, Production, Human and Environmental Consequences
- Ideologies, Ethics and Lived Experiences
- Spectrum of Power Relations - Dominance, Interdependence, Agency/Resistance

COURSE OBJECTIVES

This course helps fulfill requirements for Category A: Foundations – Intellectual and Practical Skills in the Western Kentucky University Colonnade Program. After successful completion of this course students will be able to:

- Understand the concept and practice of history as an interpretive framework.
- Comprehend significant events, diverse peoples, major turning points and ideas in world history.

- Understand cause and effect relationships in history and historical methodology.
- Analyze and interpret primary and secondary sources.
- Think critically to construct informed arguments based on evidence.
- Communicate ideas effectively in written and oral formats.
- Write analytical essays applying historical knowledge, theory, and research methods.

COURSE GOALS

History 102 aims to prepare students for life by emphasizing the following goals of the course:

- **Critical thinking:** prepare students to make informed decisions and ethical choices by examining historical examples
- **Informed citizenship:** develop knowledge of and concern for a multicultural world
- **Historical perspective:** increase awareness of how personal bias and opinion shape historical analysis
- **Social engagement:** encourage students to become actively engaged in issues affecting their lives and those others around the world

REQUIRED TEXTS

- Robert Strayer, *Ways of the World: A Brief Global History with Sources*, Volume 2: Since the Fifteenth Century. 3rd Edition.
- Be sure to get **this version** of the text, which is a special WKU edition. You should not get a standard version of the textbook because the textbook content and page numbers are different. You should make plans to obtain this version of the textbook from the WKU bookstore.
- All other readings and videos will be available on Blackboard.

TYPES OF ASSIGNMENTS

• **Two take-home essays**

The two take-home essays will be based on assigned videos and primary sources from the book. These are not research essays and you are not expected or required to do research beyond the material that is assigned.

The format of the essay will be point—counter point. This means that you will have to engage with both sides of the argument in the essay rather than just discussing and proving only your own position.

The aim will be for you to come up with three main points that contradict your argument and disprove them with your own evidence and point of view. So each of the three paragraphs will contain a point [your position] and counter point [the opposing position].

Please see the powerpoint for more detailed information on how to structure a point—counter point essay.

• **Three Exams [Multiple choice questions + essay]**

The exams will consist of two elements:

- a) a set of 15 multiple choice questions and b) an exam essay.

The essay prompt will be provided to you in advance so that you can prepare adequately for the essay portion of the exam. The format of the exam essay is the same as it is with the take-home essay: point—counter point. This means that by the end of the semester you will have written five point—counterpoint essays.

The multiple choice questions will cover all the material not covered by essay question. The multiple choice questions will be based on the material covered since the previous exam, which means that the multiple choice question section on the exam will not be cumulative.

- **History “Labs”**

For every unit covered there will be a “history lab.” For each lab, there will be a broad question or questions related to the larger theme covered in the chapter. The point is not to memorize specific facts, but to think about the bigger picture and then use concrete facts/data/evidence to support your argument about the bigger picture.

Here are two examples of history lab prompts that will help you understand what will be involved.

1. European Colonialism in the Americas

The various European nations colonized different parts of the Americas. The Portuguese settled in South America and the Caribbean, the Spanish in Central America, and the British in Northeast America. Although they considered Native Americans they conquered as well as the Africans they enslaved as inferior, they still mixed with both these “inferior” populations to various degrees. Your task is to:

- a. Determine which of the three (British, Spanish, or Portuguese) colonial societies were the most racially integrated.
- b. Determine and explain why two of the three colonial societies were relatively racially mixed while one was pretty much racially segregated.

2. Consequences of World War II

Not surprisingly, WWII had many after-effects. The question is which of these consequences had the most significant impact on global affairs. For this lab, you should first identify six most significant consequences of WWII. After you’ve identified and explained these six outcomes, you must determine which two had the largest impact on the way world affairs were ran OR had the most impact on the largest number of people.

- **Map Quizzes**

There will be five map quizzes over the course of HIST 102. You will be given a list of 50 countries, grouped into 5 groups of 10 countries.

In each quiz you will be asked to identify 10 countries. But with each quiz the number of potential countries to be included will increase by 10. So, while the first quiz will be on the first group only, the second quiz will be on the first two groups. This means you will be asked to identify ten countries but that you have to know the

positions of 20 countries from the first two groups. The third quiz will cover the first three groups. The final quiz will be cumulative so that you will have to know where all the 50 countries are located on the world map but will be quizzed on only 10.

FINAL GRADE DISTRIBUTION

- 2 Take-Home Essays - **24%** (12% each)
- 3 Exams, **40%** of the final grade.
 - The first of the three exams will be timed, but not proctored. This will give you a better sense of how to prepare for the last two exams. It is worth 10% of your final grade.
 - Exams #2 and #3 will be worth 15% each. They will be both timed and proctored.
- Intro Quiz **2%**
- Thirteen (13) History Labs [2% each for each history lab], total **26%** of your final grade.
- Five Map Quizzes **8%** [The first two will be 1% each and quizzes 3, 4, and 5 will be 2%]

GETTING HELP ON ESSAYS, STUDY SKILLS, & NOTE-TAKING

If you ever need help with any aspect of this class, please do not hesitate to contact me. Also, the History Department has a tutoring center that is located on the second floor of Cherry Hall, right next to the History Department office. Tutors are available to help you from 10 am – 2 pm, Monday-Thursday and 10-12:30 on Friday. No appointments are necessary.

HONOR CODE

Academic Dishonesty

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions.

Plagiarism

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To "lift" content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. If you plagiarize, I will fail you for the first instance (and request a re-write of the assignment) of plagiarism. For the second instance, I will fail you for the course.

ACCOMODATION FOR STUDENTS WITH DISABILITIES

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a Faculty Notification Letter (FNL) from The Student Accessibility Resource Center.

SCHEDULE OF READINGS & ASSIGNMENTS

UNIT 0 - INTRO UNIT – READ/STUDY SYLLABUS & WATCH VIDEOS ON NOTE-TAKING & PROCRASTINATION

UNIT 1 – ECONOMIC GLOBALIZATION & GLOBAL CAPITALISM – CHAPTER 23

TAKE-HOME ESSAY 1 DUE

UNIT 2 – THE WORLD IN THE 15th CENTURY – CHAPTER 12

UNIT 3 – EMPIRES & ENCOUNTERS, 1450-1750

UNIT 4 – WORLD TRADE: SILVER, FUR, & SLAVES

UNIT 5 – RELIGION & SCIENCE IN THE EARLY MODERN WORLD

EXAM 1 – NOT PROCTORED BUT TIMED

UNIT 6 – ATLANTIC DEMOCRATIC REVOLUTIONS

UNIT 7 – INDUSTRIAL REVOLUTION

UNIT 8 – SECOND-WAVE COLONIALISM

EXAM 2 – PROCTORED AND TIMED

UNIT 9 – WWI & RUSSIAN REVOLUTION – CHAPTER 20

UNIT 10 – GREAT DEPRESSION, STALIN, & HITLER – CHAPTER 20

TAKE-HOME ESSAY 2 DUE

UNIT 11 – WWII & COLD WAR

UNIT 12 – DE-COLONIZATION AND MODERNIZATION

FINAL, THIRD EXAM – PROCTORED AND TIMED