

# History 102: 700 World History II (Since 1500)

Western Kentucky University

Web Course, Spring 2018

**Instructor:** Nicole Bettendorf

**E-Mail:** nicole.bettendorf@wku.edu

## 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 lectures, readings, and class discussions 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

**Although this is an “online” class, students will have to devote as much, if not more time to this course than the traditional “in-class” option.** You will have to master the technology of Blackboard, particularly the Blackboard discussion boards, and be actively engaged with the course materials. Students will likewise be responsible for keeping up with the weekly reading load and comprehending basic information presented in the textbook and other outside sources. This material is what will be assigned, discussed, and tested via Blackboard. **As a former “online” student myself, I am here to assist all of you in any way that I can to keep up with the weekly readings and maintain active participation in the discussion forums.**

## Required Texts and Materials:

1. Robert Strayer, *Ways of the World: A Brief Global History with Sources, Volume 2: Since the Fifteenth Century*. 3rd Edition (Bedford/St. Martin's, 2016) 978-1-319-09306-8. This customized version of the textbook is specifically designed for this WKU course and is not available for purchase on Amazon.com. You will need the writing guide at the end of this special edition. Other editions will not meet the needs of this course.

**[BE SURE TO GET THE CORRECT, WKU VERSION AT THE WKU STORE!](#)**

**\*For those students experiencing a delay in obtaining the Strayer text, I will have the first two chapters and the accompanying primary sources available to view on the Blackboard course site.**

2. *Primary sources:* most are located within each chapter, or in the appendix. Those not in the textbook will be uploaded to the Blackboard Content folder.
3. *Technology Requirement:* Access to [WKU's Blackboard Learning Site](http://blackboard.wku.edu) (<http://blackboard.wku.edu>), the correct web-browser for operating the Blackboard system, and Microsoft Word.

## **Course Objectives**

This course helps fulfill requirements for Category A: Foundations – Intellectual and Practical Skills in the Western Kentucky University General Education (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, peoples, major turning points and ideas in world history
- understand cause and effect relationships in history and understand historical method
- analyze primary and secondary sources
- understand the diverse interpretations and methodologies
- think critically to construct informed and ethical arguments
- effectively communicate ideas in written and oral formats
- write analytical essays applying historical knowledge, theory and research methods

## **Course General Education 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

## **Grading and Requirements**

*All Requirements must be completed to pass the course!*

### Discussion Board/Participation (30%)

The heart of this course and the key to making it a successful, engaging and meaningful class are discussions of the secondary and primary sources that we will read each week. Each week's readings will include pages from the textbook as well as 2-3 brief primary texts (written or visual) either from the textbook or from the class Blackboard site. **You will need to have the textbook chapter read and these primary sources read/viewed BEFORE you make your initial posts for the week and respond to others' comments.**

To maximize your learning, you are expected to participate actively in the Discussion Board to the extent of contributing the following:

- **A minimum of (2) 200-word responses to any of the discussion questions posted each week**
- **A minimum of (2) 50-word responses to other students' posts/observations**

Remember, these are *minimum* requirements. Frequent engagement and contributions made to the weekly Discussion Board will significantly reflect in your grade.

Your responses should add substance, incorporate both the Strayer text and primary sources, request clarification, and/or challenge the assertions made by others. You are expected to read all of your fellow students' postings. Remember, the purpose of this methodology is to stimulate academic debate and not to verbally attack another student.

Also, your postings should be made in a *timely* fashion:

- Weekly discussion questions will be posted Monday mornings.
- Your first post (200-word response to a discussion question) is due **by 11:59PM on Wednesday evenings**
- All other posts/responses are **due by 11:59PM on Saturday evenings**. This does not mean that you should post all other responses at the last minute on Saturday night. Rather, use your time wisely and be sure to spread out your posts as this will contribute to a livelier discussion for everyone.

Late postings usually are made in isolation and do not contribute to the debate. Once the Discussion Board's stated deadline has passed; the opportunity to obtain points for that discussion is closed.

**\*I will post a detailed writing guideline on the Blackboard course site to provide examples of solid, engaging Discussion Board postings.**

### ***Discussion Groups***

On **Week 3** of the semester, we will begin a series of ***Expert Analysis*** of the course readings. Meaning, at the beginning of the semester, you (the expert) will choose a group to join of fellow experts (no more than 3-4 students per group) where you all will collaborate to answer **one** of the discussion questions for an assigned week, revealing to the rest of the class your ***expert***, in-depth findings. There will be a total of (10) groups for the remaining (10 weeks of discussion), covering the topics listed in the course schedule below. More information on this will be provided on the Blackboard course site.

### **Exams (35%)**

There will be (2) essay exams to be taken at the Midterm and the Final week of the semester. Both of these will be offered on the Blackboard course site. Each Exam will consist of three parts drawn from the material discussed in class: from the textbook, from Blackboard assignments/discussions, and from the primary documents.

- Part One: short answer questions on key terms.
- Part Two: short essay based on primary source analysis
- Part Three: a longer essay. Students are expected to go beyond merely repeating material from textbook and lecture. Make a clear historical argument supported by direct references to historical events and primary sources.

As a word of ***caution***, it is the responsibility of the student to take **ALL** exams on their scheduled dates. However, in cases of emergency, which can be documented, a **Make-Up Exam** will be administered, but only on a date specified by the instructor. Failure to take the Make-Up on the assigned date results in an automatic (0) for the assignment.

### **Papers (25%)**

You will need to write (2) papers analyzing primary sources.

- Paper 1 will be at least 450 words and draw on 2 sources
- Paper 2 will be at least 900 words and draw on 3 or more sources.

Papers are due by the deadlines specified on the course schedule. These will be submitted in electronic format through the Blackboard course site and filtered through SafeAssign. More details on directions and requirements will be located in the ***Assignment*** folder on Blackboard during the weeks ahead.

**\*The Discussion Board will aid in our understanding of how to analyze/make connections with the primary sources. In addition, I will provide some examples of primary source essays from which you can glean from leading up to the assignment due date (see schedule below).**

### **Quizzes (10%)**

A total of (12) quizzes will be posted on the Blackboard course site **due every Thursday evening by 11:59PM** on weeks of class discussion. You are **only** required to take (10) of these. Each quiz will be timed, consisting of ten multiple choice/true or false questions relating to the weekly readings.

You have two options regarding the quizzes:

- If you choose to take all (12) of the quizzes each week, in an attempt to improve your final grade, I will delete your **(2) lowest** quiz scores. This will leave you with a total of (10) quizzes, thus satisfying the class requirement.
- You can also choose which (10) quizzes to take. This ultimately means that you can skip **two (and only two)** weeks of quiz taking during the semester, leaving you with a grand total of (10) quizzes.

### **Final Grade Breakdown**

Your final grade will be based on these (4) components –exams, quizzes, papers, and Discussion Board participation. These will be weighted as follows:

Exam 1 (midterm): 150 points (15%)

Exam 2 (final): 200 points (20%)

Paper 1: 100 points (10%)

Paper 2: 150 points (15%)

Quizzes (12 total- students can choose 10, skip any 2 weeks or do all 12 and have the two worst grades thrown out @ 10 points each): 100 points (10%)

Discussion Board/Participation: (12 @ 25 points each) 300 points (30%)

**Total: 1,000 points**

A+	970-1000pts.	C+	770-799pts.
A	930-969pts.	C	730-769pts.
A-	900-929pts.	C-	700-729pts.
B+	870-899pts.	D	600-699pts.
B	830-869pts.	F	599 or less
B-	800-829pts.		

## Late Work and Make-Up Exams

**Late Papers:** All primary source papers must be handed in and submitted electronically on time. Late writings will be marked down (1) letter grade for each day they are late.

**Make-Up Exams:** Students must take all exams during the week they are scheduled. Only under very special circumstances, such as a death in the family or a true (and verifiable) medical emergency, will students be allowed to make up an exam. All excuses must be approved by the instructor before the exam or they are not valid. All make-up exams need to be scheduled through me.

## Academic Honesty and Plagiarism

All work you turn in **MUST** be your own. Student work may be checked using plagiarism detection software. Students who cheat or plagiarize will receive a score of **0 points** for that assignment. If I feel that the occurrence of plagiarism or academic dishonesty is extremely grave – a repeat offense or plagiarism on an in-class exam or assignment -- I will assign the student a grade of “F” for the entire course and a letter reporting your conduct will be sent to the Office of Judicial Affairs.

As a student at Western Kentucky University, you are expected to demonstrate academic integrity, as outlined in the University’s [Student Life Policies on Student Rights and Responsibilities](#) in the WKU Student Handbook:

([https://www.wku.edu/undergradcatalog/documents/15\\_16\\_ugrad\\_catalog/judicial\\_affairs.pdf](https://www.wku.edu/undergradcatalog/documents/15_16_ugrad_catalog/judicial_affairs.pdf)).

Violations of the academic code include, but are not limited to, cheating (giving or receiving unauthorized information before or during an exam or assignment), dishonesty (including misrepresentation and/or lying), copying (submitting work completed for another class) and plagiarism (turning in work that is not your own—including, but not limited to, copying from a book/article, pasting text from webpages, using an internet source to obtain all or part of a paper and quoting material in a paper and not crediting the original author with proper citation).

\*Citation format must conform to Chicago Manual of Style (see [History Department’s Style Sheet for Citations](#) at <http://www.wku.edu/history/documents/wku-history-citation-guide.pdf>) or *A Guide to Working with Sources* in the Strayer textbook.

The potential sanctions for academic dishonesty are outlined in the [WKU Student Handbook](#) at <https://www.wku.edu/handbook/academic-dishonesty.php>

If you do not understand what plagiarism is, it is your responsibility to ask me for clarification.

## **Title IX Sexual Discrimination/Harassment Policies**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding [WKU's Title IX Sexual Misconduct/Assault Policy \(#0.2070\)](https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf) (<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf>) and [Discrimination and Harassment Policy \(#0.2040\)](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf) at ([https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf)).

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

## **Behavior Policies**

Simply put, show respect for your classmates and me. It's fine, even appropriate to disagree with the historical interpretations of others in the class (including me!) but do so in a respectful manner and in the spirit of helping the class as a whole to better understand the significance and implications of what we are studying.

## **Students with Disabilities**

According to Western Kentucky University Policy: "Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Student Accessibility Resource Center (SARC) office located in the Student Success Center in DSU 1074 in Downing Student Union, telephone (270)745-5004 and TDD, (270)745-3030. Per University policy, please **DO NOT** request accommodations directly from the professor or instructor without a letter of accommodation from the Student Accessibility Resource Center."

## **CAMPUS RESOURCES**

### ***Student Assistance/Tutoring***

If you are having trouble in this class, please send me an email early on ([nicole.bettendorf@wku.edu](mailto:nicole.bettendorf@wku.edu)).

Below is information about History Department and WKU academic assistance, which I highly recommend for first- year students in History 102.

### ***The Student Success Center***

The History Department has a Student Success Center in CH 202 that is open every weekday until mid-afternoon. Graduate students can assist you with note-taking, studying, and paper-writing skills specific to History classes. Many students have found the Success Center extremely helpful. The Student Success Center is open M-F 9:00-3:00 unless otherwise announced, and you may walk in or make an appointment.

### ***The WKU Center for Literacy***

The WKU Center for Literacy is located in Gary A. Ransdell Hall 2066. At the Center for Literacy, students can receive assistance in developing strategies to help reading/studying to learn and writing for evidence and argument. The Center for Literacy offers both individual and small group sessions throughout the semester. More information about the [WKU Center for Literacy](http://www.wku.edu/literacycenter/) can be found on the website: <http://www.wku.edu/literacycenter/>

### ***The Learning Center***

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, 2141) provides free supplemental education programs for all currently enrolled WKU students. The Learning Center at Downing Student Union offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. The Learning Center is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and a computer lab to complete academic coursework. Please contact [The Learning Center](#) in the Downing Student Union at (270) 745-5065 for more information or to schedule a tutoring appointment: [www.wku.edu/tlc](http://www.wku.edu/tlc)

### ***Final Thoughts***

World History is a fascinating but sometimes difficult subject. If you find yourself falling behind, **please contact me right away** so I can help you develop effective study strategies. With some effort and an inquisitive mind, you will find yourself challenged in rewarding ways and begin to recognize the many ways history continues to shape the world we live in!



## **History 102:700 Course Schedule (Subject to Change)**

### **Week 1: 1/22- Introductions/Worlds of the Fifteenth Century**

Readings: Strayer Ch. 12, p. 499-534

Primary Documents: Strayer, p. 1129-1132

- King Moctezuma I, *Laws, Ordinances, and Regulations* **(in text)**
- Diego Duran, *Book of the Gods and Rites* **(in text)**

### **Week 2: 1/29- Political Transformations: Empires and Encounters, 1450-1750**

Readings: Strayer Ch. 13, p. 553-588

Primary Documents: Strayer, p. 590-596

- Jahangir, *Memoirs* **(in text)**
- Ogier Ghiselin de Busbecq, *The Turkish Letters* **(in text)**
- Louis XIV, *Memoirs* **(in text)**

### **Week 3: 2/5- Economic Transformations: Commerce and Consequences, 1450-1750**

Readings: Strayer Ch. 14, p. 601-632

Primary Documents: Strayer, p. 1142-1149

- Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano* **(in text)**
- Thomas Phillips, *A Journal of a Voyage Made in the Hannibal of London* **(in text)**
- King Affonso I, *Letters to King Jao of Portugal* **(in text)**

### **Week 4: 2/12- Cultural Transformations: Religion and Science, 1450-1750**

Readings: Strayer Ch. 15, p. 643-677

Primary Documents: Strayer, p. 1155-1156 and Blackboard

- Martin Luther, *Disputations on the Power and the Efficacy of Indulgences* (Ninety-Five Theses) **(Blackboard)**
- “Third Letter on Sunspots, from Galileo Galilei to Mark Welser” Rejecting Aristotle: Galileo Defends the Heliocentric View **(Blackboard)**
- Marquis De Condorcet, “Sketch of the Progress of the Human Mind” **(in text)**

### **Week 5: 2/19- Atlantic Revolutions, Global Echoes, 1750-1914**

Readings: Strayer Ch. 16, p. 697-728

Primary Documents: Strayer, p. 1159-1161, 1164-1165 and Blackboard

- Declaration of Rights of Man and Citizen (1789) **(in text)**
- Mary Wollstonecraft, “A Vindication of the Rights of Women” (1792) **(Blackboard)**
- Frederick Douglass, “What to a Slave is the Fourth of July?” (1852) **(in text)**

**Paper 1 Due, Instructions on Blackboard\***

**Week 6: 2/26- Revolutions of Industrialization, 1750-1914**

Readings: Strayer Ch. 17, p. 737-773

Primary Documents: Strayer, p. 775-779, 1168-1170, 1172-1173

- Samuel Smiles, *Thrift* (in text)
- Karl Marx and Friedrich Engels, *The Communist Manifesto* (in text)
- Elizabeth Bentley, Factory Worker, *Testimony* (in text)

**Week 7: 3/5- Exam 1 (Midterm), instructions on Blackboard\***

**Week 8: 3/12- Spring Break**

**Week 9: 3/19- Colonial Encounters in Asia and Africa, 1750-1950**

Readings: Strayer Ch. 18, p. 787-823

Primary Documents: Strayer, p. 1183-1185, 1187-1189

- Prince Feroze Shah, *The Azamgarh Proclamation* (in text)
- Mahatma Gandhi, *Indian Home Rule* (in text)

**Week 10: 3/26- Empires in Collision: Europe, the Middle East, and East Asia, 1800-1914**

Readings: Strayer Ch. 19, p. 833-861

Primary Documents: Strayer, p. 869-871, 1196-1197, Blackboard

- Excerpts from the Treaty of Nanjing (Blackboard)
- Sun Yat-Sen, *The Three People's Principles and the Future of the Chinese People* (in text)
- Kobayashi Kiyochika's critique of wholesale Westernization (in text)

**Week 11: 4/2- Collapse at the Center: World War, Depression, and the Rebalancing of Global Power, 1914-1970s**

Readings: Strayer Ch. 20, p. 881-920

Primary Documents: Strayer, p. 922-927, Blackboard

- Excerpt from *Mein Kampf* (in text)
- Franklin Roosevelt, "Four Freedoms Speech" (blackboard)
- Cardinal Principles of the National Entity of Japan (in text)

**Week 12: 4/9- Revolution, Socialism, and Global Conflict: The Rise and Fall of Communism, 1917-Present**

Readings: Strayer Ch. 21, p. 929-965

Primary Documents: Strayer, p. 1210-1212, 1216-1218, 1222-1224

- Joseph Stalin, *The Results of the First Five-Year Plan* (in text)

- Maurice Hindus, *Red Bread* (in text)
- Personal Accounts of Soviet Terror (in text)

**Week 13: 4/16- The End of Empire: The Global South on the Global Stage, 1914-Present**

Readings: Strayer Ch. 22, p. 975-1010

Primary Documents: Strayer, p. 1225-1227 and Blackboard

- Frantz Fanon, "The Wretched of the Earth" (Blackboard)
- Kwame Nkrumah, "I speak of Freedom: A Statement of African Ideology" (Blackboard)
- Ayatollah Khomeini, "Sayings of the Ayatollah Khomeini" (in text)

**Week 14: 4/23- Paper 2 Due, Instructions on Blackboard\***

**Week 15: 4/30- Capitalism and Culture: A New Phase of Global Interaction, Since 1945**

Readings: Strayer Ch. 23, p. 1023-1062

Primary Documents: Strayer, p. 1239-1240, 1242-1245

- Andrea Dworkin, "Remember, Resist, Do Not Comply" (in text)
- Benazir Bhutto, "Politics and the Muslim Women" (in text)
- Mexican Zapatista Feminists (in text)

**Week 16: 5/7- Finals Week**

**Final Exam, Instructions on Blackboard\***