

History 102: World History II Fall 2020

COURSE INFORMATION

COURSE TITLE: World History II 102-701, World History II

COURSE NUMBER: 48327

CREDIT HOURS: 3 hours.

INSTRUCTOR INFORMATION

Name: Maja Antonic / **Title:** Instructor / **Office number:** 230 E / **Emergency phone number:** 917-375-8525 – no calls after 5 pm on weekdays, weekends email only / **Email contact:** maja.antonc@wku.edu

COURSE DESCRIPTION

This course introduces students to the global past since 1500 and focuses on the connections and exchanges between the cultures and ideologies around the world. The aim of this course is to help students acquire knowledge about sociopolitical and economic history by exploring major historical developments, key events and impactful groups/individuals. The class format includes lectures, readings, and class/group discussions to introduce students to historical concepts and contexts while enhancing their critical and analytical skills. The exploration of primary and secondary sources will elucidate themes covered in the course:

- Trans-Cultural Exchanges and Connections
- Structures of Power Relations (dominance/resistance/agency)
- Ideologies – Difference between theory and practice
- Global Processes (human migration, imperialism, industrialism, nationalism, globalization, etc.)

Required textbook(s):

Bonnie Smith et al, *World in the Making A Global History, Volume Two: Since 1300*. 1st Edition. (Oxford University Press, 2019)

Bonnie Smith et al, *Sources for World in the Making*, Vol 2.

Bonnie Smith et al, *Mapping the World*, Vol 2.

Package ISBN: 9780190051532

The copies are available in the WKU Store and you are required to obtain the correct textbook in order to complete this course successfully.

[Other readings and handouts will be provided to students at no cost on Blackboard]

GRADING:

EXAMS =====	300
ESSAY =====	100
ASSIGNMENTS =====	300* subject to change
DISCUSSIONS +=====	100* subject to change

TOTAL WEIGHTED ===== 800 pts

Date	Topic	Reading and Assignments
WEEK 1		
Aug 24 th – 30 th	Chapter 14: The Collapse and Revival in Afro-Eurasia (1300-1450)	<p><i>Introductions and Syllabus Overview</i></p> <p>Weekly Readings: <i>World in the Making, Chapter 14 (488-529)</i></p> <p>Activity: <i>Mapping the World, Starting Points (40-43)</i></p> <p>Primary Sources: 14.1 Marchionne di Coppo Buonaïuti, <i>Florentine Chronicles (213-215)</i> 14.5 Nestor-Iskander, <i>Tale of the Capture of Constantinople</i> (c. 1500) (223-225)</p>
WEEK 2		
Aug 31 st – Sept 6 th	Chapter 15: Empires and Alternatives in the Americas (1430-1530)	<p>Readings: <i>World in The Making, Chapter 15 (530-565)</i></p> <p>Activity: <i>Mapping the World, The Aztec and Inca Empires (44-47)</i></p> <p>Primary Documents: 15.2 <i>Codex Mendoza</i> (c. 1540) (236 - 238) 15.4 <i>Huarochiri Manuscript</i> (c. 1600) (241 -243)</p>
WEEK 3		
Sept 7 th – Sept 13 th	Chapter 16: The rise of an Atlantic World (1450-1600)	<p>Readings: <i>World in the Making, Chapter 16 (566-603)</i></p> <p>Activity: <i>Mapping the World, Voyages of Discovery (48-49)</i></p>
WEEK 4		
Sept 14 th – Sept 20 th	Chapter 17: Western Africa in the Era of the Atlantic Slave Trade (1450-1800)	<p>Readings: <i>Making the World, Chapter 17 (604-639)</i></p> <p>Activity: <i>Mapping the World, (50-51)</i></p> <p>Primary Sources: Olaudah Equiano, <i>The Interesting Narrative of the Life of Olaudah Equiano (BlackBoard)</i> 17.2 Mulay Ahmad al-Mansur of Morocco, Letter to Kanta Dawud of Kebbi (c. 1591) (267-268) 17.3 Pieter de Marees, <i>Description of the Situation and Character of the Great City of Benin</i> (1602) (269-272)</p>
WEEK 5		

Sept 21 st – Sept 27 th	Chapter 18: Trade and Empire in the Indian Ocean and South Asia (1450-1750)	Readings: <i>Making the World</i> , Chapter 18 (640-677) Activity: <i>Mapping the World</i> , The Indian Ocean in 1600 (52-53) EXAM #1
WEEK 6		
Sept 28 th – Oct 4 th	Chapter 19: Consolidation and Conflict in Europe and the Greater Mediterranean (1450-1750)	Readings: <i>Making the World</i> , Chapter 19 (678-719) Activity: <i>Mapping the World</i> , (54-57) Primary Sources: 19.1 Konstantin Mihailovic, <i>Memoirs of a Janissary</i> (1462) (300-301) 19.4 Galileo Galilei and Alvaro Alonso Barba (308-309)
WEEK 7		
Oct 5 th – Oct 11 th	Chapter 20: Expansion and Isolation in Asia (1450-1750)	Readings: <i>Making the World</i> , Chapter 20 (720-157) Activity: <i>Mapping the World</i> , The Qing Dynasty (58-59) Primary Sources: 20.1 Heinrich von Staden, <i>The Land and Government of Muscovy</i> (319-321) 20.6 Antonio de Morga, <i>Account of the Philippine Islands</i> (c. 1600) (330-333)
WEEK 8		
Oct 12 th – Oct 18 th	Chapter 21: Transforming New Worlds: The American Colonies Mature (1600-1750)	Readings: <i>Making the World</i> , Chapter 21 (758-799) Activity: <i>Mapping the World</i> , New World Colonies in 1750 (60-61) Primary Sources: 21.2 María de Carranza and Nicolás de Guevara, <i>Letters from the Spanish Indies</i> (1589-1590) (336-338) 21.4 Guaman Poma de Ayala, <i>The First New Chronicle</i> (c. 1610) (340-341) 21.5 Bernardo De Vargas Machuca, <i>Defense of the Western Conquests</i> (1618) (341-342)
WEEK 9		
Oct 19 th – Oct 25 th	Chapter 22: Atlantic Revolutions and the World (1750-1830)	Readings: <i>Making the World</i> , Chapter 22 (800-837) Activity: <i>Mapping the World</i> , Wars and Revolutions in the Atlantic World (62-63) Primary Sources: 22.4 <i>The Haitian Constitution</i> (1801) TBA (Sources on BlackBoard)
WEEK 10		

Oct 26 th – Nov 1 st	Chapter 23: Industry and Everyday Life (1750-1900)	<p>Readings: <i>Making the World</i>, Chapter 23 (838-873)</p> <p>Activity: <i>Mapping the World</i>, The Industrializing World and Global Migrations (64-65)</p> <p>Primary Sources: 23.4 Adam Smith, <i>Of the Division of Labor</i> (1776) (368-369) 23.5 Friedrich Engels, <i>The Condition of the Working Class in England</i> (1844) (369-370) 23.6 José Manuel Balmaceda, <i>On the need to Develop National Industry</i> (1880s) (370-371) 23.7 Li Hung-Chang, <i>A Report to the Emperor: Problems of Industrialization</i> (1872) (371-372) Karl Marx, <i>Communist Manifesto</i> (BlackBoard)</p> <p>EXAM #2</p>
WEEK 11		
Nov 2 nd – Nov 8 th	Chapter 24: Nation-States and Their Empires (1830-1900)	<p>Readings: <i>Making the World</i>, Chapter 24 (874-913)</p> <p>Activity: <i>Mapping the World</i> (66-77)</p> <p>Primary Sources: 24.3 Kaiser William II of Germany, <i>Speech to the North German Regatta Association</i> (1901) (378) 24.4 Roger Casement, <i>Report on the Administration of the Independent State of the Congo</i> (1903) (379-380) 24.5 Amar Singh, <i>Diary</i> (1898-1901) (381-382)</p> <p>ESSAY DUE</p>
WEEK 12		
Nov 9 th – Nov 15 th	Chapter 25: Wars, Revolutions, and the Birth of Mass Society (1900-1929)	<p>Readings: <i>Making the World</i>, Chapter 25 (914-953)</p> <p>Activity: <i>Mapping the World</i>, World War I (76-79)</p> <p>Primary Sources: 25.3 Lenin, <i>April Theses</i> (390-391) 25.4 – 25.7 <i>Contrasting Views</i> (391-396)</p>
WEEK 13		
Nov 16 th – Nov 22 nd	Chapter 26: Global Catastrophe: The Great Depression and World War II (1929-1945)	<p>Readings: <i>Making the World</i>, Chapter 26 (954-991)</p> <p>Activity: <i>Mapping the World</i>, (80-89)</p> <p>Primary Sources:</p> <p>TBA</p>
WEEK 14		

Nov 23 rd – Dec 6 th	Chapters 27 & 28	Readings: <i>Making the World</i> , Chapters 27 & 28 (selected text TBA) Primary Sources: TBA
WEEK 15		
Dec 7 th – Dec 11 th	FINAL EXAM	

Learning Objectives, Course Policies, Students' Expectations, and Crucial Information

Colonnade Learning Objectives:

World History introduces students to the global past while also developing their critical thinking skills. We live in a world tightly linked by webs of communication, commerce, and shared challenges. Despite these links, the world remains diverse in its cultures, ideals, and institutions. World History helps students understand this integration and continuing diversity, and strengthens students' ability to evaluate sources and arguments. Because these classes emphasize the reading of primary texts, instructors will focus on literacy skills to supplement content course work.

Students will demonstrate the ability to:

- Demonstrate knowledge of at least one area of the social and behavioral sciences.
- Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.
- Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.
- Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.
- Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.
- Students will read, comprehend, and analyze primary texts independently and proficiently.

Students will be expected to be able:

- To identify the general outlines of Modern World History including a basic understanding of the major themes, historical events, cultural developments, and individuals of modern global civilizations.
- To compare and contrast general aspects of political, religious, economic and social systems from Modern World civilizations.
- To describe and analyze global processes from 1500 C.E. to the present (e.g human migration, imperialism, industrialism, nationalism, globalization).
- To explain cause and effect relationships in history.
- To compare and contrast historical experiences across world cultures during the Modern era.
- To demonstrate a developing historical objectivity, an increasing awareness of the problem of personal bias and opinion, and an ability to use a clear thesis and comparison of ideas in written work.

Course Objectives:

- Critical thinking - prepare students to make informed decisions and ethical choices by examining historical examples
- Competent citizenship – knowledge of and concern for a multicultural global world
- Historically objectivity – develop an increasing awareness of the problem of personal bias and opinion in historical analysis
- Social engagement - encourage students to become participants instead of bystanders in the movements and issues affecting their lives and others around the world

Standard Code of Conduct - WKU Policy:

It is the expectation of The Office of Student Conduct that all student behavior reflects that of a WKU student. As a student you are to be guided by the principles of an active citizen in our community. As a member of this community you are expected to respect the rights of others in the greater spirit of higher education, no matter what your role may be. The Office of Student Conduct expects high standards of students both in and out of the classroom, on or off-campus. Please know that any behavior that does not demonstrate that of a good citizen may result in your introduction to the [University Conduct Process](#).

Course Requirements:

Exams, Essays and Other Assignments. Students will take **three** examinations and submit **one** essay over the course of semester. Also, students will be completing assignments on weekly basis. Instructor reserves the right to assign any additional assignments and readings at any time.

Class Participation:

Students are expected to contribute individually or in groups during online discussions and actively participate. Consistently reading assigned material throughout the semester will help students attain better grades and achieve learning objectives. In addition, note-taking as a crucial component to learning, I will be checked periodically to ensure proper documentation of the covered material in class and in students' readings.

(All papers and exams MUST be completed to pass this course!)

Late Work/Missed Exams

1. **Late Work.** All class work must be turned in on time. A failure to do so will result in a grade penalty (each late day will cost a student one full grade). If a student misses one day, the highest possible grade will be 70pts. This could mean an automatic D or worse depending on the quality of the paper.
2. **Missed Exams.** Failing to turn in the exam on a due date will result in an immediate **F** and it will drastically lower your grade. Make-up exams will only be allowed in extreme circumstances such as death in family or hospitalization followed with a proper documentation. Instructor reserves the right to deny make-up exams or late work.

*****ALL DATES, EXAMS, AND/OR ASSIGNMENTS ARE SUBJECT TO CHANGE*****

ACADEMIC HONESTY

In all aspects of this course, students are required to demonstrate academic honesty and integrity as outlined in the [University Statement on Student Rights and Responsibilities](#) (WKU Catalog, 333-5). Violations of this include:

Cheating by giving, sharing, or receiving unauthorized information before, during, or after an exam or assignment, whether verbal, written, code, or via electronic device used to read notes or search for information on the internet;

Dishonesty, including misrepresentation or lying;

Plagiarism (see Essays and Written Work, below).

Penalties for academic dishonesty as noted in the *WKU Catalog* and in *Hilltopics: Handbook for University Life*:

"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 the course without possibility of withdrawal. The faculty member may also present the case to the Office of the Dean of Student Life for disciplinary sanctions."

Exams: Any student using *any* means of *acquiring* information (electronic, web-based, verbal, code, written or print, etc.) **during an exam** will receive a failing grade for **the entire course, on the spot, no questions asked**.

Papers and Other Written Work: In your papers you *must* avoid *any* form of intentional or unintentional plagiarism. This includes, but is not limited to: directly copying *part* or *all* an assignment from another student's work or from published (print or web) works without quotation or citation; paraphrasing ideas from print or web sources *without* providing citation; overusing ideas from print or web sources, cited or not, that render the essay not your own except for the process of summarizing; submitting previously graded work of your own from this or another course.

Additional Items to Avoid:

Quotation vs. Paraphrasing: Pay attention to the difference between quoting and paraphrasing someone else's work. Changing a few words of someone else's work *does not* constitute paraphrasing, and will be treated as plagiarism.

Summaries: Essays that merely paraphrase or summarize secondary material and/or the introductory material to primary documents will receive a zero.

Group Work: The purpose of writing assignments is to develop *your* ability to think critically as an individual. Therefore, your work cannot be the result of group work, even at the level of just discussing the primary sources, since you risk having your ideas plagiarized, or plagiarizing someone else's ideas. In the case of clear group work on essays, whether on assignments or exams, etc., the individual assignment / exam of each student involved will receive a zero.

Note: All student work may be checked using plagiarism detection software. Specialized definitions of plagiarism and of cheating given on this syllabus, paper instructions and/or by verbally are binding on *all* students.

Regardless of circumstances, I will report *all* instances of academic dishonesty directly to the Office of Student Conduct in the Division of Student affairs. Any punishment or procedure initiated by that office will be in addition to automatic failure for this course.

TITLE IX, DISCRIMINATION AND HARASSMENT

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicy-andgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at 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.

ADA ACCOMODATION

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, Room 1074. The 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.

ASSISTANCE FOR STUDY SKILLS AND WRITING ASSIGNMENTS*

*(refer to the appropriate website for covid-19-related changes to services)

In addition to meeting with me during office hours or by appointment, options for assistance include:

On–Campus: Academic Success Center: Cherry Hall 202 M–F, 9:00 to 2:00. The Student Success Center is staffed by History graduate students and is a place to get assistance with all history courses. It is also a quiet and pleasant space to study. As this schedule is subject to modification, check directly with the Academic Success Center.

On–Campus: Writing Center tutors are trained to provide helpful feedback to students at all phases of a writing project: they can help you structure your essay, clarify your purpose, strengthen logic and support, properly integrate and credit sources, edit for clarity and correctness, etc. They *will not* (and must not) revise or edit the paper *for you*, as the finished product must reflect your thoughts and “voice.” To make online or in-person appointments visit www.wku.edu/writingcenter or call (270) 745–5719 during operating hours.

The Learning Center (TLC): 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. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and a computer lab to complete academic coursework. Please call TLC in the Downing Student Union at (270)-745-5065 for more information or to schedule a tutoring appointment. www.wku.edu/tlc

Online: TLC also provides online tutoring for students (http://www.wku.edu/tlc/online_tutoring.php). Visit the **TLC** website for a description of these services at http://www.wku.edu/tlc/service_descriptions.php.

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. In addition to a quiet study area, we can also offer small group and one-on-one assistance for reading and writing needs. Please call the Center for Literacy at 270-745-2207, visit Gary A. Ransdell Hall 2066, or email at Jeremy.logsdon@wku.edu with any questions. More information about the WKU Center for Literacy can be found on the website: <http://www.wku.edu/literacycenter/>

Online: Carleton College’s “History Study Guides” offer several excellent tutorials on effective reading, studying, note-taking, and research-paper writing: <http://apps.carleton.edu/curricular/history/resouces/study/>.

WKU SYLLABUS STATEMENT ON FACE COVERINGS IN THE CLASSROOM

Out of respect for the health and safety of the WKU community and in adherence with the [CDC guidelines](#), the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations to face coverings must be determined by the Student Accessibility Resource Center and documented before a student may attend class.